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ABSTRACT

The guide focuses on a rationale for exploratory foreign language courses in middle or junior high school, and on the goals and objectives for such courses. An exploratory course may serve a number of purposes regardless of whether or not a pupil elects a foreign language at a later time. These purposes include: (1) acquainting pupils with a language they may study later; (2) enhancing their understanding of English; (3) providing a glimpse into other cultures; (4) increasing the level of general linguistic awareness. Various possible models of organization are presented as aids to administrators contemplating establishing such a course. Suggested basic linguistic cultural content is presented for the exploration of French, German, and Spanish. The guide stresses the reinforcement of English skills through the study of prefixes, suffixes, roots, cognates, and borrowed words coming from a variety of languages, including Latin and Greek. The course attempts to combine the "general language" approach with the teaching of expressions from specific languages. The development of language and language families is stressed. Sections on appropriate methods, materials, and testing are included. (Author/CFM)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

FOREIGN LANGUAGE EXPLORATORY
(French, German, Spanish)
(6-8)

RESOURCE GUIDE
and
HANDBOOK

FL009151

Prince George's County Public Schools
Upper Marlboro, Maryland 20870
Carl W. Hassel, Superintendent of Schools
1975

PGIN 7690-0409

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Carolyn Thomas	Roger Taney Junior High School

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FOREWORD

This guide and resource manual for a foreign language exploratory course in middle or junior high school evolved from pilot classes in Robert Goddard and Roger Taney Junior High Schools.

The course has focused on French/Spanish at Robert Goddard and French/Spanish/German at Roger Taney. Since one of the continuing themes of the course is the relationship of other languages to English, the pupils are also to be introduced to the influences of Latin and Greek.

Most of the content of this guide is based on the work of the teachers who taught the pilot classes; final compilation, editing, and writing of certain sections were done by the supervisor of foreign languages.

After nearly two decades of decline the exploratory course is again emerging on the national scene as one means of introducing young learners to foreign languages in a less formal context. An exploratory course may serve a number of purposes irrespective of whether or not a pupil elects a foreign language at a later time. These purposes include: (1) acquainting pupils with a language they may later choose to study sequentially; (2) enhancing their understanding of English; (3) providing a glimpse into other cultures; (4) increasing the level of general linguistic awareness.

The course described herein is best suited for grade seven in junior high school, or for grade six in a middle school. Some eighth graders might be included. The sequential program in modern languages should continue to be available to seventh graders as well as to eighth and ninth graders.

It is recommended that schools wishing to institute an exploratory foreign language course consult with the Supervisor of Foreign Languages and with the Area Specialist in Foreign Languages. A foreign language department contemplating the inclusion of such a course in its program should be strongly committed to an activity-oriented methodology and to a pupil-centered classroom. English is the medium of instruction for exploratory courses except for the specific foreign language components.

This guide is intended to provide a basic framework for the course. Teachers are encouraged to build on this framework according to their own talents, and to offer suggestions for future revision.

Dora F. Kennedy
Supervisor of Foreign Languages
Prince George's County Public Schools

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FOREIGN LANGUAGE EXPLORATORY

CAREER EDUCATION FOCUS

By its very nature a course which provides an opportunity for a pupil to examine and have some experience with new skills and knowledge in the spirit of "trying it out" can be subsumed under the career education concept. Hence, although this Foreign Language Exploratory Course contains a career development component, the course itself may be viewed as part of a broad exploratory program in a middle or junior high school setting.

In exploring a foreign language the pupil is not only learning facts about it, he/she is also learning to articulate and to understand the language itself.

FOREIGN LANGUAGE/EXPLORATORY

RATIONALE AND RECOMMENDED ADMINISTRATIVE GUIDELINES

Rationale

There is a place in the middle or junior high school for a course in which the pupils explore the nature of one or several foreign languages and cultures, and have the experience of learning to speak and understand a limited, specifically designated body of material in these languages.

The Foreign Language Exploratory Course is primarily a course to interest youngsters in language study and to inform them about the process of language learning. Sometimes there is little or no knowledge among pupils as to what a foreign language program entails. There is also a need to develop tolerance and acceptance of other cultures.

Hence this course introduces the student to the foreign cultures and to a number of basic phrases and expressions having to do with daily life, travel, civilization and places where the languages are spoken.

Based on an introduction with specific, limited linguistic and cultural objectives, pupils enrolled in the exploratory course may be able to make a more informed choice in electing a foreign language the following year or at a later time.

The course can be a broadening experience in itself, regardless of whether or not the pupil eventually enrolls in a sequential language program. Educationally, such a course should address several purposes. A number of threads should be concurrently woven into its fabric:

1. Exploring the foreign languages themselves building a readiness for language study.
2. Exploring how these languages relate to English and vice versa.
3. Becoming aware of some linguistic concepts and principles - linguistic awareness.
4. Becoming aware of the process of language learning.
5. Becoming aware of cultural contrasts and similarities.

6. Becoming aware of foreign languages in careers.

7. Exploring ways to help the foreign visitor or new immigrant in the United States.

RECOMMENDED ADMINISTRATIVE GUIDELINES

Pupils, Program and Teachers

The foreign language exploratory course is recommended as an elective for sixth grade level in a middle school or seventh grade level in a junior high school. A few eighth graders might be included at the discretion of the administration, guidance department and the foreign language staff.

The course is intended primarily for pupils who are not ready to enroll in a sequential, structured program of language study. As with the latter, enrollment is not recommended if the youngster is not interested. The teachers of the pilot classes suggest a maximum of approximately 28 per class.

The sequential program should continue to be available to those seventh graders who are ready and able to begin a structured program. The decision as to which program a seventh-grade pupil chooses should involve the pupil, the parents, the sixth-grade teacher and elementary school principal, and the guidance department of the junior high school. The child who is a rapid learner and who has good study habits should be encouraged to begin the sequential program, because of the advantages the relatively younger child possesses in the psychomotor phase of language, and possibly in the affective domain as well.

The following procedures are suggested for a junior high school which has decided to offer an exploratory course as well as the sequential program:

1. Inform all elementary feeder schools in early spring, reminding them that this option should be included in the annual communication to parents concerning the seventh-grade foreign language program. It should be made clear that the exploratory experience does not teach the child how to put the language together.

2. As registration plans evolve, work closely with the feeder schools to ascertain which incoming pupils will be enrolled in exploratory course.

3. A foreign language teacher should accompany counselor to speak to sixth graders at feeder schools in order to explain the foreign language program of the receiving junior high school.

4. Once the program has begun, during September, the teachers involved should prepare a letter to parents to be signed by the principal, reminding them of the nature of the program. Whenever the class shifts to the exploration of another foreign language, parents should again be informed. (See Appendix)

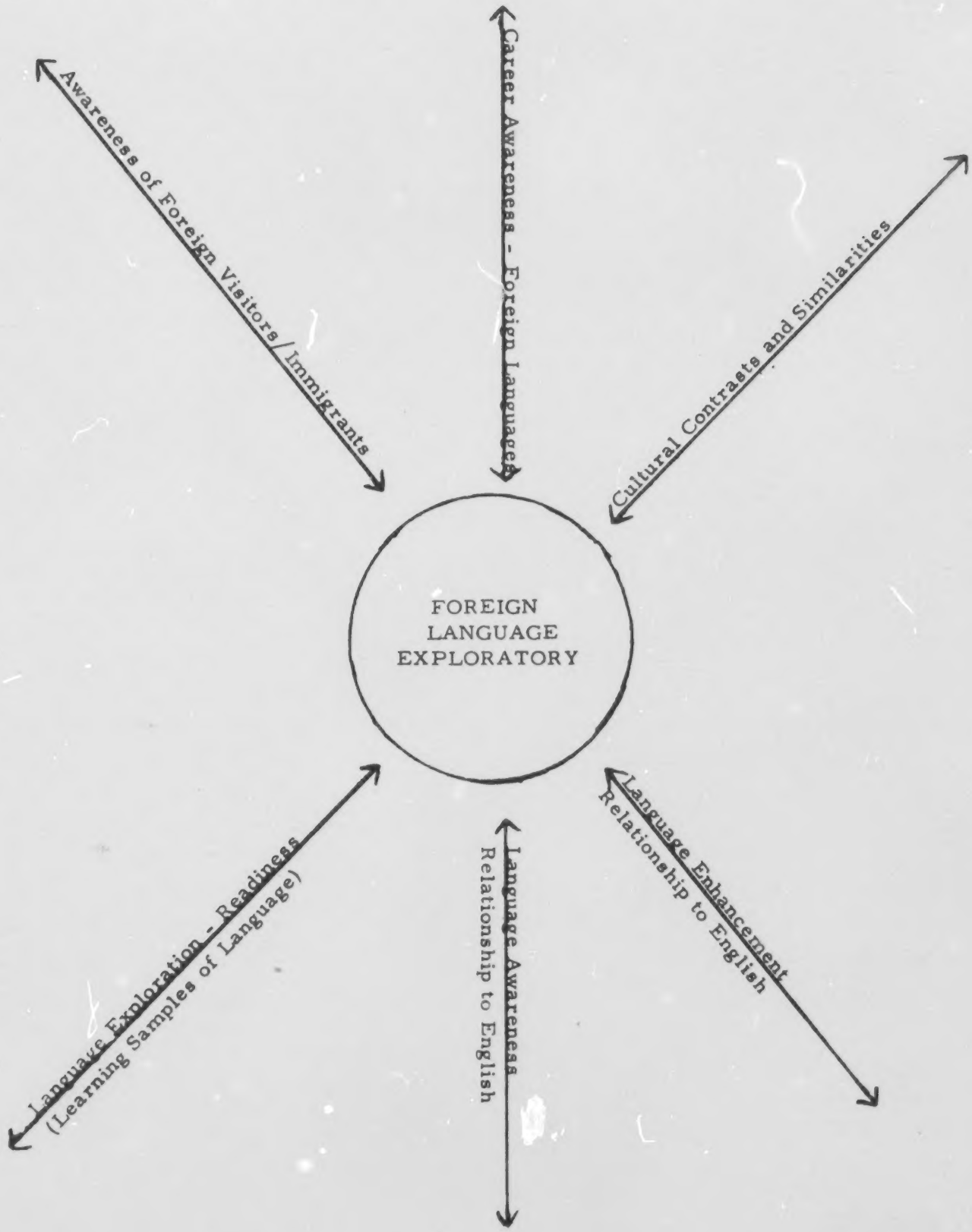
Special Notice:

Pupils who have successfully completed the exploratory course in grade 7 should in most cases be placed with the 9th grade Level I class the following year if they elect the sequential program.

THE TEACHER OF THE EXPLORATORY COURSE

The teacher of a foreign language exploratory course should have acceptable fluency in the language or languages involved, and must be conversant with the culture(s). In addition he/she must be willing and able to implement an activity-centered program, and be willing to tolerate limited linguistic goals.

The exploratory course may be taught by one teacher, or it may be set up with a team of teachers.


Awareness of Foreign Visitors/Immigrants
Career Awareness - Foreign Languages
Cultural Contrasts and Similarities
FOREIGN LANGUAGE EXPLORATORY
Language Exploration - Readiness (Learning Samples of Language)
Language Awareness Relationship to English
Language Enhancement Relationship to English

FLEXIBILITY OF ORGANIZATION FOR EXPLORATORY COURSE MODELS

Several approaches may be considered for scheduling exploratory classes, depending on the language competencies of the staff, and which languages are available in the sequential program.

All exploratory programs should include French and Spanish, since these languages are taught in all junior high schools; schools which offer German should also include this language in the exploratory course.

Below is a number of possible scheduling models. All exploratory courses in junior high school are of a year's duration.

MODEL I: Robert Goddard Junior High School
Pilot program: French and Spanish

- Two classes scheduled parallel
- Two teachers - one Franch, one Spanish
- Classes exchange teachers at the end of first semester
- Each class will have explored both languages at end of year.

MODEL II: Roger Taney Junior High School
French, Spanish, German

- Two classes scheduled parallel
- Two teachers - one French/Spanish (teacher A)
  one German/Spanish (teacher B)
- Course divided into 12-week segments
- Teachers team-teach the two classes so that a new language is explored every 12 weeks.
- Each class will have been introduced to all three languages by end of year.

Thus:

Teacher A's class	Teacher B's class
1st 12 weeks: French (Teacher A)	German (Teacher B)
2nd 12 weeks: German (Teacher B)	French (Teacher A)
3rd 12 weeks: Spanish (Teacher A)	Spanish (Teacher B)

Note that the "home" teacher of each group should be with the class during the first 12 weeks and the last 12 weeks.

MODEL III: One class/one teacher who is competent in more than one foreign language, such as French-German; French-Spanish; Spanish-German.

- If two languages are involved, each language is explored for one semester.
- If three languages are involved, each language is explored for 12 weeks
- Several such classes could be scheduled during school day

MODEL IV: (Least Desirable)

- Class explores one language during year

Note: Such an arrangement is conceivable if no staff member can teach more than one language. Under these circumstances Model I is recommended; however, regardless of the model being implemented, first part of each semester or twelve-week segment should be used to relate the foreign language specifically to English; the last part of the second semester, or of the last twelve-week segment, should also include the relating of the languages to one another and to English.

GOALS OF EXPLORATORY COURSE

Sequential skill development is not a major goal of this course.

PURPOSES

1. To acquaint the junior high school or middle school pupils who elect the course with one or several languages, in order that they might be better able to make an informed choice in electing a sequential language program in the future.

2. To build readiness for future language study through:

   - introduction to certain linguistic principles
   - development of awareness of structure (pre-Level I concepts)
   - introduction to the language learning process in a less rigorous environment
   - development of basic foreign language study habits, e.g., memorization

The above to be achieved through the language or languages being explored

3. To introduce the pupils to a variety of foreign cultures, their contrasts and similarities.

COGNITIVE GOALS

1. To help the pupils learn to say certain phrases and expressions in one or more foreign languages; to recognize these in print; to understand them when heard (This is also a psychomotor goal)

2. To help the pupils learn to recognize and comprehend a larger body of material which they do not necessarily learn to say.

3. To have pupils learn about the way-of-life culture of the societies being studied; the geography of the areas of the world in which the foreign language is spoken; and some of their great contributions to civilization.

4. To help pupils learn about language development and language study.

5. To help pupils explore the world of work as it relates to foreign language skills.

AFFECTIVE GOALS

1. To foster a positive attitude toward foreign people, their language and their way of life.

2. To help to diminish "culture shock" experienced when traveling or when meeting foreigners.

3. To help the pupils develop an attitude of helpfulness toward foreign visitors and immigrants.

4. To help pupils develop a more sophisticated and objective attitude toward their native tongue and toward language differences.

OBJECTIVES OF EXPLORATORY COURSE

(Linguistic and Cultural)

Teachers should be guided by the following considerations in setting objectives:

1. This is not a sequential skill course; therefore, do not expect the pupil to be able to "put the language together." For example, if pupils have learned to understand and say "Do you have a ticket?" they should not be expected to be able to formulate the utterance, "Yes, I have one." unless this has been specifically taught.

2. Each segment of language is to be learned as an entity, with little grammatical analysis except for informal explanations which can assist in the comprehension of relationships (syntax), and in memorization of the item. These types of understandings may be categorized as pre-level I concepts. This approach is to be employed WITH EACH LANGUAGE EXPLORED.

3. Experience in the pilot classes has shown that the teacher must make a subjective judgment as to acceptable level of pupil performance in speaking and understanding the phrases. Level I criteria should not be applied.

   In speaking, if the utterance is comprehensible it should be acceptable.

   In comprehension if the pupil understands the general tenor of the utterance, it should be acceptable. This does not mean that all pupils would understand every word of the utterance, though some might. (See CONTENT section of this guide.)

4. With regard to culture and information about language or languages the pupils should be held to the same standards as those prevailing in other content areas.

5. Though the amount of material must be reduced when more than two languages are explored, all the components as outlined in the goals should be included.

Language/Skills Objectives

Specific aspects of language skills for which pupils are to be held responsible in each language EXPLORED:

Upon the completion of the Foreign Language Exploratory Course the pupils are expected to:

- say with understanding a certain group of phrases which have been taught for active control. (See CONTENT section of this guide.)

  The teacher will set the level of performance that is acceptable.

  Note: For the German component of the exploratory course, excessive emphasis on the proper use of case and gender endings of determiners should be avoided. Example: mein Bruder - meine Schwester

- understand these phrases upon hearing them or seeing them in print. The teacher will determine what degree of comprehension under what conditions.

- understand when heard or seen:

  a wider group of expressions which have been taught as recognition vocabulary.

- recognize in print those utterances which they can say, and others, which they may not necessarily be able to pronounce. This category includes reading recognition of road signs, posters, signs in public places, names of types of stores, geographic names. The students will not be expected to read such items aloud, nor to comprehend them when spoken, but they will be expected to know their meaning when they see them.

- write only to the extent of copying accurately the foreign words and expressions; and write from memory names of places and well-known individuals to the extent that these have been studied in the course. Examples: Rio Grande; Benito Juárez; Zafre; Père Marquette; von Steuben.

In summary, the language skill categories involve the following for each language explored:

1. saying a limited number of expressions, phrases, words
2. understanding these same phrases when heard
3. reading these specific phrases, that is, being able to read them aloud or silently (depending on which skill was taught); knowing what they mean.
4. reading recognition and listening comprehension of a larger body of material without necessarily being able to speak it.
5. reading recognition only, of additional material without necessarily being able to understand it when heard.

NOTE WELL: When teaching, the teacher must keep in mind the skill category in which each item was taught. For example, an item taught for reading recognition only would not be tested by having the teacher say it, but by presenting it to the student in print only.

Language - Content/ Concepts: Objectives

Upon completion of the Exploratory Course the pupil should be able to:

1. relate each language explored to English (understanding that some are more closely related than others.)

2. state the meaning of some of the most common Latin and Greek prefixes, suffixes and roots* found in English words

3. name some foreign words used in English according to languages explored.

4. make some contribution to a discussion on the history of language and language families.

5. state with understanding certain basic facts about language, such as:

Pre-Level I Concepts
- language has sounds
- language has form and function
- position, inflection and intonation (pitch and intensity) influence meaning

6. name some differences between or among languages explored.

7. demonstrate understanding of foreign language learning tasks by explaining the importance of the following:

Pre-Level I Concepts
- careful listening
- memorization
- careful copying
- careful imitation and repetition

* See General Language, Holt, Rinehart and Winston, Chapters 12 and 14. This text is recommended as one of the basic materials of the course. Permission has been granted by the publishers to reproduce a large portion of this text, since it is temporarily out of print.

Cultural Objectives

Upon completion of the Foreign Language Exploratory Course the pupil should be able to:

1. demonstrate awareness of contrasts and similarities among the different foreign cultures explored as well as between each foreign culture and the United States to the extent that this information was part of the course.

2. demonstrate a knowledge of the geography, historical highlights, social customs of the peoples whose languages were explored, to the extent that this information was part of the course.

   The teacher predetermines with the class the degree of expectation with regard to items one and two, based on the specific content studied. Pupils should be held responsible only for material previously agreed upon as meriting their active retention.

3. reflect an attitude of at least tolerance toward foreign cultures; at best, a genuine appreciation, expressed in class discussions; positive approach to travel in foreign countries; enthusiasm for assisting the foreign visitor or immigrant to the United States, in practical ways.

CAREER DEVELOPMENT OBJECTIVE

Upon completion of this course the pupil should have examined at least one occupational (or career) cluster as it relates to at least one of the languages explored. (SEE CONTENT SECTION OF THIS GUIDE UNDER CAREER DEVELOPMENT COMPONENT).

CONTENT OF EXPLORATORY COURSE

An exploratory course in foreign languages should include the following type of content for each major language explored:

General Summary of Content for Foreign Language/Exploratory

1. Language categories - phrases - expressions to say and/or recognize.
2. Relationship of the language to English; words from the foreign language used in English (e.g., rouge, tacos, gesundheit); English words derived from the foreign language, such as Latin and Greek derived words: liberty (Latin) cyclotron (Greek).
3. Comparison with other foreign languages.
4. A body of information about the language intended to build awareness of structure, syntax; pre-Level I concepts; touching on "how to study a foreign language."
5. Geography, social customs, historical highlights (deep and formal culture). Role of the speakers of the language in American history, and in our contemporary national life.
6. Consideration of all areas where the language is spoken with class focus on those most frequently visited by Americans traveling to the countries involved.
7. Ideas to help the foreign visitor or immigrant to the United States.
8. Relationship of that language to career development.

Quick Reference Table for the Teacher (CONTENT)

Component I: The Language

Expressions to say and recognize. Principles of language and language study; relationship to English.

Component II: Culture/Travel

Deep and formal culture of the people.
Role in American history and in our contemporary national life.
Culture contrasts and similarities.

Component III: The Foreign Visitor and Immigrant

Component IV: Career Development

Exploring foreign languages in careers.

Recommended Components for Each Foreign Language Explored

NOTE: The basic material to be used for components I and II are in the text, General Language, Holt, Rinehart, Winston, and in the Berlitz texts, French, German, Spanish for Travelers, Crowell. Collier, Macmillan. Permission has been granted by the publisher to reproduce chapters 1, 2, 6, 7, 9, 10, 11, 12, and 14 of General Language for all classes. See also the Time-Life Books on various countries.

LANGUAGE NOTES FOR STUDENTS AND TEACHERS

When the students begin the study of languages it is essential that they understand how man began to communicate and interrelate. Thus a generalized explanation of the history of languages, oral and written, should be included.

It should be pointed out to students that both sounds and symbols have specific meanings. For example, traffic signs are a universally accepted means of communication.

In his book, The Miracle of Language*, Charlton Laird speculates that it may be true that certain sounds or combinations of sounds have implications of meaning. Some words may have originated from a desire to imitate sounds in nature:

> "Whether or not an imitative intention created a word, an imitative quality in a word has surely tended to preserve it. We can scarcely doubt that the frequency of words like squeak, squeal, scream, screech, scrape, scratch, is surely significant. --- page 71

The pupils might find this theory interesting. Of course, there is very little proof for most theories of language development in human beings.

Those languages which have similarities and common origins, e.g., Indo-European, are grouped together as a family. Living languages

*The Miracle of Language, Charlton Laird. Fawcett Publications, Inc., Greenwich, Conn. 1953.

are constantly changing, both from forces within the borders of a speech community, and from forces in neighboring speech communities. Living language is neither stable nor pure; it is not precise in the same manner that mathematics is precise.

English is a combination of many languages. Students might be surprised at the notion that "they already speak some foreign language every time they speak English."

Examples of foreign words which are part of English vocabulary:

French:	coup, collage, boutique, sauté, soufflé, lingerie, ensemble
German:	blitz, sauerkraut, dachshund, flak, frankfurter
Spanish:	junta, guerrilla, rancho, rodeo, tacos, corral, buckaroo, "hoose-gow" (from juzgado - judgment)

Of course, examples of other languages can be named, such as Italian (piano, pizza, etc.), Arabic (algebra).

TEACHERS SHOULD LEAD PUPILS TO ACQUIRE THE HABIT OF CHECKING THE DERIVATION OF A WORD WHEN THEY LOOK IT UP IN THE DICTIONARY. (A dictionary for middle/junior and senior high school students should include this kind of data.)

The special case of Latin and Greek. To the Romans and the Greeks we owe the actual shapes of our alphabetic symbols and some of our sounds. (The very word alphabet is Greek.) More than fifty percent of English words are Latin derived. Both Latin and Greek have given us

the majority of our prefixes, suffixes, and root words.

The Preamble to the United States Constitution is a famous example of the fact that it is mostly the Latin-derived words which are used in English to convey abstract ideas.

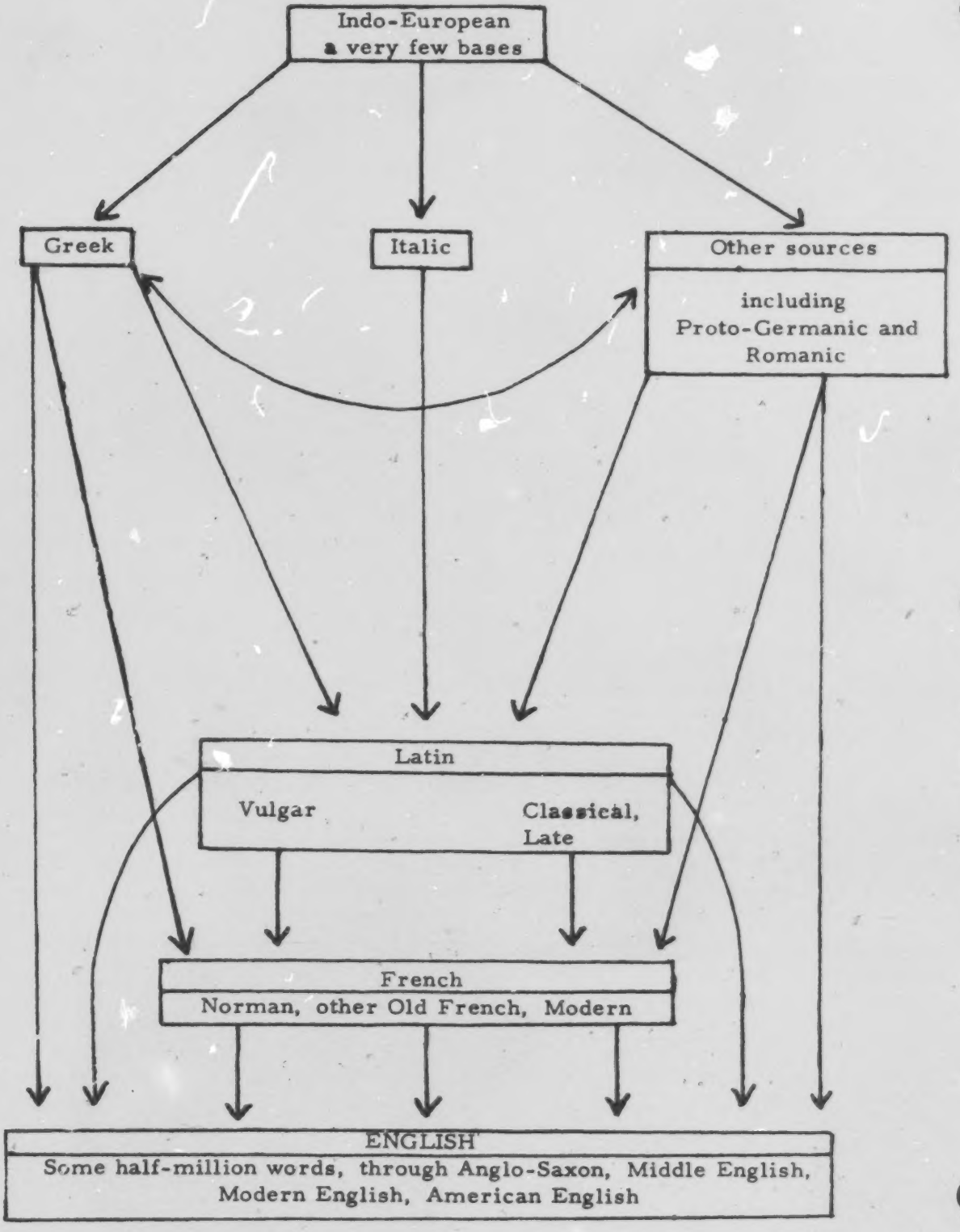
The Preamble is given below with the Latin-derived words underlined. The word Preamble itself is Latin-derived.

> We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Examples of Greek suffixes, prefixes, roots are -polis (city): -ology (science of); tele- (far, e. g., television, telegram); micro- (small): geography, meter, analysis, democracy.

Thus, many languages, each with its own people's intellectual growth, have expanded the basic vocabularies in such areas as diplomacy, science, music, art, philosophy and other forms of human endeavor.

For purposes of this course it is recommended that, as each language is taken up, its use in English be infused at that point. Teachers should be guided by the abilities and interests of their students in this matter.



The Miracle of Language, by Charlton Laird, p. 89. (See General References in

CONTENT

COMPONENT I - LANGUAGE

A. Basic texts:

1. General Language*, by Lindquist and Wachner. Holt, Rinehart, Winston, 1968. Subtitle: English and Its Foreign Relations.

   Teacher's Manual for above.

2. French for Travelers, German for Travelers, Latin-American Spanish for Travelers, Spanish for Travelers (emphasis/Spain). Berlitz Series. Crowell-Collier-Macmillan, 1970.

→ Launching an exploratory course in foreign languages should involve a general look at language and its development in man for one or two weeks before taking up specific utterances in a foreign language. For this purpose the following chapters in General Language are designated:

Chapter 1: Communicating for World Understanding

Chapter 2: Signs and Symbols

Chapter 6: Families of Languages: Their Similarities and Differences

Chapter 7: Your Language and Mine: How It Came To Be

Chapter 9: Germany and the German Language

Chapter 10: The Spanish Language

Chapter 11: France and the French Language

Chapter 12: Rome and the Latin Language

Chapter 14: Greece and the Greek Language

*Available from English Department in some junior high schools; also see printed copies, reproduced by permission of Holt, Rinehart, Winston.

B. Suggested Topics for the First One or Two Weeks. (Based on the material in the chapters)

1. Introduction to Language Development

   a. Clarification of concepts about languages (Chapters 1 and 2)

   b. Origin and development of language, oral and written (Chapters 1 and 2)

   c. Language families (Chapter 6)

2. Exploring English

   a. English and Its Foreign Relations (Chapter 7)

   b. Prefixes, suffixes, roots (Chapters 12 and 14)

   c. Role of Latin and Greek

   d. Role of French, Spanish, and German (Chapters 9, 10, and 11)

C. Infusion of Linguistic Material into the Course (APPROACHED NON-ACADEMICALLY)

References: General Language and Expanding FLES Horizons (Language Explorations) ERIC Focus Report Number 30, 1974.

Concepts About Language/Language Learning

1. Language is not static. It changes and grows.

2. Language is a way of perceiving life. All peoples do not view the world in the same way.

3. Language is a system of sounds that convey meaning when put together in patterns of words and sentences.

4. One language cannot be decoded from another. Words do not equal other words. Some languages convey meaning mostly through word order, while others are characterized by a high degree of inflection.

(An interesting comparison is to note that any given paragraph in English would be longer if translated into any of the Romance Languages, and would be shorter if translated into Russian because the latter uses inflectional endings to a larger degree than prepositional phrases to convey relationships.)

5. The following notions:

grammatical gender

syntax

prefixes, suffixes, roots

agreement (adjective-noun; subject-verb)

role of preposition

derivation

language borrowings

nature of translation

language sensitivity

memorization - imitation

using the foreign language vs. talking about the language

The above items may be viewed as pre- Level I understandings as concepts which impart readiness to study a language formally. Students' questions with regard to grammar should be answered briefly but correctly.

GRAMMATICAL ANALYSIS IS NOT A COMPONENT OF THIS COURSE.

D. Language Categories for French, German, Spanish (actual phrases are given separately under each language).

1. Making Friends
2. Time and Numbers
3. Travel
4. Dining
5. Sports
6. Shopping
7. Services
8. All About Cars and Driving
9. Holidays and Festivals
10. Foreign Words and Expressions Used in English

CONTENT - FRENCH

Language Categories - Component I of Content: (See Berlitz - French for Travelers)

Guidelines:

1. Read thoroughly objectives listed in this guide.
2. Do not teach for mastery in the manner of Level I.
3. Adjust class objectives to individuals.
4. Develop objective for each phrase according to demonstrated ability of class to pronounce and otherwise control it. Judgment for oral production: If it is comprehensible, it is acceptable.
5. Starred items: Teacher should try for oral control first. If student is unsuccessful after some study and practice (See Methodology), change objective for that item to "understanding when heard," or "recognition in print," whichever can be achieved.
6. Teach sound system through imitation; use disc accompanying French for Travelers; teacher also acts as live model.

   NOTE: English transcriptions given in French for Travelers may help those students whose "ear for language" is not so highly developed.
7. Phrases given may be expanded or reduced according to needs, abilities, and interests of the class and of the individuals. Some pupils may wish to learn certain other categories as individual projects. These should not be imposed on others in the class.
8. Weave the phrases into very simple dialogue or simulated conversations. It is not the intent, however, that certain "standard" dialogues be "covered" by everyone. The following lists of phrases represent skeletal material which must be given a social context.

FRENCH LANGUAGE CATEGORIES

CATEGORY I - MAKING FRIENDS

Bonjour, monsieur*

Bonsoir, monsieur*

Au revoir*

Comment allez-vous*

Très bien, merci. Et vous?*

Je m'appelle ...*

Pardon. Exucsez-moi*

S'il vous plaît*

Ça va?*

Madame, mademoiselle*

Mais oui, ... mais non*

Pas mal, merci.*

Je suis Monsieur ... Madame ... Mademoiselle ...

Je ne parle pas français.

Je no comprends pas.

Je suis Américain(e).

J'habite ...

Quelle est votre nationalité?

De rien.

Je vous présente mon ami(e). Enchanté(e).

* See guideline No. 5, page 24

Recommended for recognition only for most students - however, teacher should judge by ability of individuals. Some will be able to learn to say these phrases.

Parlez lentement, s'il vous plaît.

Comment vous appelez-vous?

→ Consult Berlitz French for Travelers, pages 10 - 15.

CATEGORY II - TIME AND NUMBERS

Most expressions under this category will probably be taught for understanding when heard or seen in print, with individual differences. Some have been successfully taught for oral control.

Quelle heure est-il?*
midi*
minuit*

Counting (1 - 10)*

Counting (11 - 100)

Replies to Quelle heure est-il?

24-hour clock

Months

The date

Recommended for recognition only in most cases:

Seasons: telling time - 24-hour clock

Telling time on 24-hour schedules

→ See Berlitz French for Travelers, page 183.

CATEGORY III - TRAVEL

Merci, monsieur*

Où est la toilette?*

Voici l'adresse. *

les billets, s'il vous plaît*

le taxi*

le métro*

l'autobus*

la gare*

le train*

le change* e. g., 3F50

la chambre*

la clef*

mon passeport*

l'eau*

combien?*

Je voudrais ... Nous voudrions ...

Those who orally control voudrais and voudrions can be taught any number of appropriate infinitives to follow, such as Je voudrais dormir, manger, etc.

Je cherche ... Nous cherchons ...

trop chaude or trop froide (l'eau)

Il fait chaud.

Il fait froid.

J'ai chaud.

J'ai froid.

Où est la salle de bain?

Rien à déclarer.

à la douane

Quand allons-nous arriver?

For understanding and/or recognition in print
(Teacher discretion and class abilities)

la femme de chambre

avec bain; avec douche

Vous arrivez à . . .

le chasseur (bellboy)

auberge; pension

→ Consult Berlitz French for Travelers, pages 20-32 for additional expressions.

Où se trouve?*

à drcite* à gauche*

Je parle anglais*

le change*
les francs* } See Berlitz text, pages 134-136.
les centimes*

la carte de crédit

contrôleur (conductor)

Nous voulons (je veux) louer une voiture.

Je voudrais changer (or toucher) un traveler's chèque.

l'argent français

A quelle heure part le train?

Nous arrivons à . . .

Nous avons perdu . . .

Understanding and recognition

Endossez votre chèque, s'il vous plaît.

Tournez à droite, à gauche; suivez tout droit

Examples of Signs (for reading recognition)

Défense de fumer - No smoking.

Accès aux quais - to the tracks

Quai --- (number)

Réservé - Reserved

Billets - tickets

Entrée gratuite - Admission free

Eglise - church

Cinéma - Movies

Plage Privée - Private Beach

Baignade Interdite - Bathing prohibited

Banque

Boîte aux lettres

→ Consult Berlitz material on signs given throughout booklet.

CATEGORY IV - DINING

l'Addition

Combien est . . . *

Où est le garçon?*

le menu*

prix fixe*

la table, or une table* (pour deux, etc.)

le restaurant* or le café*

le service* (compris) (pas compris)

dîner*

l'eau* (or de l'eau)	le vin* (or du vin)
le pain* (or du pain)	le lait* (or du lait)
le café* (or du café)	du café au lait*
J'ai faim (soif).	petit déjeuner

déjeuner

Names of common foods and beverages; and eating utensils

Reading knowledge of actual menus from local French restaurants

→ See Berlitz French for Travelers, pages 33-64. Consult Time-Life books, Cooking of Provincial France and Cooking of Caribbean Islands.

CATEGORY V - SPORTS

la piscine*	match de football*
la pêche	la neige*
la plage*	les cartes*
J'aime nager. *	Je veux nager. *

jouer*

les courts de tennis

le hors-bord - motorboat (analogy with outboard)

faire du ski (Je voudrais; J'aime)

des skis nautiques

jouer aux cartes (Je voudrais; J'aime, etc.)

jouer aux dames (checkers)

jouer aux échecs (chess)

Recognition

maître-nageur - lifeguard	la cabine
chaise longue	le canot - canoe
le vedette - cabin cruiser	la barque
le voilier - sailboat	la planche de surf - surfboard
patinoire - skating rink	

→ Consult Berlitz text, pages 88-91.

CATEGORY VI - SHOPPING

Avez-vous . . . ?*	trop cher (chère)*
le reçu* - receipt	étage*
bleu* (and other colors)	le stylo*
Pouvez-vous m'aider?*	magasin*
C'est tout, merci*	la caisse*
Où est le centre commercial? - shopping area	
les vêtements	Je veux acheter . . .

NOTE: Both pilot classes were able to control most of the vocabulary for clothing and to recognize the names in print. Examples: un complet, une costume, une paire de chaussures, des chaussettes, une cravate, un mouchoir, une robe, une jupe, des gants, etc.

Signs to know

Names of items of apparel as described above, as they appear in department stores.

Entrée libre - May enter and browse

Kiosque à journaux - newsstand (Teacher should describe and show picture of a kiosk.)

Renseignements; Boulangerie; Patisserie; Charcuterie; Pharmacie; Boucherie, Coiffeur; Gendarmerie; Librarie (not to be confused with bibliothèque); Bijouterie; etc.

→ See Berlitz text, pages 97-129.

CATEGORY VII - SERVICES

le cours du change* - exchange rate

le chèque*	la banque*
le consul*	la poste*
le consulat*	le bureau de poste*
le timbre*	par avion*
la carte postale*	le tarif* (postage)
le télégramme*	téléphoner*
Je veux téléphoner . . . *	taxiphone* (street phone)
le jeton* (token for phone)	le numéro*
âllo*	le coiffeur*
le salon* (salon de beauté*)	le médecin*

l'aspirine* le dentiste*

médicament (medicine) la dentifrice

l'annuaire (telephone directory) la boîte aux lettres

J'ai mal à ... l'ambassade

l'ambassadeur

Recognition

guichet lettre recommendée (registered)

PTT (postes, télégraphes, téléphones - on all post office buildings, sometimes with a blue cross)

système pneumatique (underground tube in Paris for sending messages to any post office in the city)

blanchisserie (laundry) nettoyer (dryclean)

laver (wash) repasser (iron)

→ (Teacher provides proper structures involving these words.)

See Berlitz text, pages 121-123, 134-141, 169-182.

CATEGORY VIII - ALL ABOUT CARS AND DRIVING

la route* A quelle distance?*

l'essence* la voiture*

kilomètres* (know equivalent in miles)

les phares* (headlights) la station-service* (filling station)

le litre* les pneus*

pneu crevé mon carnet de conduire

NOTE: See Berlitz text, pages 142-159, for a complete repertoire of terminology for driving in a French-speaking country, including signs likely to be encountered, such as allumez vos phares (use headlights). pente dangereuse (steep hill); pages 160-161 show the international road signs in color.

Other signs to recognize

Feu Vert — Feu Rouge

Carrefour (crossroads) — Stationnement Interdit

CATEGORY IX - HOLIDAYS AND FESTIVALS

Noël* (Joyeux Noël*) — Le Nouvel An (Bonne Année*)

La Semaine Sainte — Le Quatorze Juillet (La Bastille*)

Fête de Jeanne d'Arc (May 7, 8) — Fête du Muguet (May 1)

Tour de France (bicycle race) - approximately June 27 - July 18)

Cannes Film Festival - May 14-28

l'anniversaire (one's birthday)

Recognize when heard

Some best known French songs

La Marseillaise

Christmas Carols, e.g., Minuit Chrétiens

La Vie en Rose

Les Feuilles Mortes (Autumn Leaves), etc.

Suggestion: Teacher may use the source materials of the sequential program to obtain further information on French holidays. (See Teaching for Cross-cultural Understanding, professional book in each school.)

CATEGORY X - FRENCH WORDS AND EXPRESSIONS USED IN ENGLISH

See General Language, Chapter 11, page 205.

To show relevance of French to English (linguistically)

French "entered" English after the Norman Conquest. See dictionaries - Foreign Words and Phrases, and Brief History of the English Language, found in most unabridged dictionaries. Also encyclopedias

Examples of French words incorporated into English:

à la carte, à la mode, bête noir, bon voyage, blouse, boutique, café, chef, chic, "chez," crêpes, chaise longue, cuisine, coiffure, cologne, gauche, hollandaise, mousse, parachute, parfait, parimutuel, parasol, rouge, table d'hôte, etc.

Names of perfumes, names of wines and dishes

Encourage students to investigate and add to lists. (Teach students to use derivative section in dictionary entries.)

To say and understand:	ici*	là-bas*	maintenant*
	quand*	comment*	combien*
To recognize:	hier	demain	aujourd'hui

Common expressions to say and/or recognize

Eh bien alors bon Mon Dieu

Excusez-moi Pardon, monsieur, madame, mademoiselle

Répétez, s'il vous plaît, etc.

Expressions to avoid

Use of tu and toi unless told to do so by the native one is addressing.

CONTENT - FRENCH

Culture/Travel - Component II of CONTENT

Aspects of Culture

The major French-speaking areas are France, Belgium, French Canada, Haiti, Martinique, Guadeloupe, countries of French West Africa, Republice of Zafre (Congo), French Guiana and Madagascar. Other areas are parts of Switzerland, Monaco, Luxemburg, Corsica, Morocco, Algeria, Laos, Vietnam and Cambodia, Saint Pierre and Miquelon.

The most frequently traveled of the above areas, insofar as Americans are concerned, appear to be France and the other west European French-speaking areas, French Canada and the Caribbean Islands. The course should be geared to these areas, with the understanding that the other areas mentioned can be investigated if student interests warrant.

→ See map and photographic inserts, A-LM II, 2nd edition, Harcourt, Brace and Jovanovich.

This course does not propose to deal with French culture in depth, for only gaining control over the language can one begin to savor its essence.

However, it is possible and desirable for students to become acquainted with some of the major aspects of the French "ambiance."

It is important that the teacher plan to have cultural projects in progress concurrently with each of the Language Categories. These categories can be incorporated within larger cultural themes. A course of this nature imparts more of the culture than of the language per se.

The teacher should draw on the following materials for deep and formal culture:

1. General Language - Chapter 11: "France and the French Language".
2. The section on Chapter 11 in Teacher's Manual.
3. Teaching for Cross-Cultural Understanding (professional book in each foreign language department.)
4. The County Curriculum Guide for French III-V, pages: 69-78; 267-293; 375-413; 449-458.
5. Materials in public library and school media center.

SEE MATERIALS LIST FOR FRENCH EXPLORATORY IN THIS GUIDE.

NOTE: In relating actual samples of language to other aspects of culture the teacher might include examples of gesturing, provided that the gestures introduced are authentic. See Selected References at end of this guide.

For background reading in English consult pages 79, 469, and 476 of the same guide. The basic texts of the sequential program contain much cultural material from which to draw.

Examples of cultural units integrated with the language categories (not exhaustive). This format can be used with any cultural unit.

A. CITIES OF THE FRENCH-SPEAKING WORLD

Pertinent language categories being taught →	Holidays and Festivals Dining Shopping; services Travel Time and numbers	Pertinent cultural categories →	•Geography •History •Sister cities (with U.S.) •Popular customs •Comparisons and contrasts (among the cities and between U.S. cities and them) •Buildings •Monuments •Museums (e.g., the Louvre) •Industries •Parks, restaurants, places of recreation, etc.

B. FOODS

Pertinent language categories → Dining; Travel; Shopping; services; English expressions derived from French

Pertinent cultural categories →
- French cuisine. Why so well known and imitated?
- Aspects of food
- Industry
- Making of cheese
- Making of wines
- Pastries
- Regional dishes
- Contrasts among different countries
- French restaurants vs. American
- French eating habits and attitudes vs. American
- American foods and beverages popular in France, etc.

Consult Cooking of France, Cooking of the Caribbean, Time-Life Series in most school libraries.

C. COUNTRIES AND REGIONS

(France, Canada, Caribbean Countries, West African Countries, etc.)

Pertinent language categories → Travel; Car information; Holidays and Festivals; Time; Dining

Pertinent cultural categories →
- Geographic names
- History
- Folklore - legends
- Famous persons
- Attitudes towards Americans
- Industries
- Magazines and newspapers, etc.
- Teacher use of magazines published in France and Canada

NOTE: Though Holidays and Festivals are listed under language categories, they should also be part of the group's cultural studies, e.g., Mardi Gras.

See A Traveler's Map of France, National Geographic Society, supplied to schools teaching this course.

D. THE ARTS
(Emphasis on Contemporary)

Pertinent language categories → Travel Holidays and Festivals → Pertinent cultural categories →

- Music, including popular
- Composers
- Songs; dances
- Paintings and painters
- Children's theatre
- Famous performers, e.g., Maurice Chevalier
- Contemporary youth singers

E. SPORTS

See Sports under language categories → Pertinent cultural categories →

- Games popular with youth, e.g., soccer, hockey (broadcasts from Montreal)
- Bicycling (Tour de France) etc.
- See A-LM Texts for items on Sports

Note: Use library resources, newspapers and magazines.

F. THE FRENCH IN AMERICA

Linguistic

French expressions and place names used in English

Cultural

The French elements in New England and Louisiana. French-U.S. friendship, American Revolution to modern times: Lafayette, for example. Early settlement of U.S.: French Explorers of 17th and 18th centuries.

G. ADDITIONAL EXAMPLES OF CULTURAL TOPICS

Developed through teacher-pupil planning, individual or small group projects, or mintpacs or learning activity packets.

Provinces of France

Folklore, customs, holidays

Famous French people

Fine arts

Paris and its tourist attractions

French Canada (See unit in County Curriculum Guide for French III-V)

Family life

Early French explorers

Attitudes toward Americans

Religions in French-speaking areas (Christianity, Moslem, Jewish, Atheism)

Islands of the Caribbean

Going to School in France

Any topic of interest to individuals or the class

MATERIALS AND RESOURCES FOR FRENCH/EXPLORATORY

Utilize through adaptation any suitable materials in the foreign language department. Other general sources of enrichment materials are:

1. School library or media center; newspapers, magazines, both English and French, the latter for exposure only; encyclopedias

2. Other departments in the school, e.g., social studies, art, music, English

3. Embassies and cultural offices of France, Belgium, Switzerland, Canada, Haiti, Martinique, and countries of French Africa (e.g., Chad, Senegal, Zaire)

4. Airlines, travel companies, local French restaurants

5. Local public library for books in English, fiction and nonfiction, for background reading

6. For Latin and Greek related materials, write to American Classical League Service Bureau, Miami University, Oxford, Ohio, 45056. Example: "The Derivative Tree"

   See also County Curriculum Guide for Latin, and text: Latin and Greek in Current Use, Prentice-Hall. Consult Latin Department of local senior high schools for these items.

7. Field trips to: Voice of America; Maison de Crêpes, Georgetown; Ile de France Bakery, 1213 Nebel St., Rockville, Md.; Domino Restaurant, College Park, Md.; Embassies; International Safeway, 1110 F St., N.W., Washington, D.C.

BOOKS - BOOKLETS - PAMPHLETS

MAIN SOURCES OF INSTRUCTION:

1. General Language (English and Its Foreign Relations) Chapters 1, 2, 6, 11, 12, 14. Holt, Rinehart, Winston 1962. ONE COPY PER PUPIL

→ Teacher's Manual for above

Also note References provided in text and manual.

2. Berlitz, French for Travelers. Crowell-Collier-Macmillan, 1972.

   Accompanying disc

   ONE COPY PER PUPIL

   Text-with-cassette available in book shops for those students who wish to purchase. PURCHASE NOT REQUIRED.

3. Time-Life series on countries: France, Canada, West Indies; Cooking of Provincial France, Cooking of the Caribbean Islands, African Cooking. (several purchases for class - see also school library)

OTHER SOURCES AND MATERIALS

1. A-LM French Two, 2nd edition. page 215, et seq. "French throughout the World" - map and photographs. Harcourt, Brace, Jovanovich; 757 Third Ave.; New York, 10017.

2. AMSCO French I Workbook. AMSCO School Publications, 315 Hudson St., New York, N. Y. 10013. (for culture information only)

3. Bonjour. Student newspaper for beginners. Scholastic Magazines, Inc. 902 Sylvan Ave., Englewood Cliffs, N. J., -7632. (for exposure to the language, not for fluent reading)

4. Embassies (for free materials) in Washington, D. C.

   France - 2535 Belmont Rd., N. W. (also for information on Martinique and Guadeloupe; Saint Pierre, Miquelon, Langlade; islands off Newfoundland)

   Canada - 1746 Massachusetts Ave., N. W.

   Belgium - 3330 Garfield St., N. W.

   Switzerland - 2900 Cathedral Ave.

   Haiti - 4400 17th St., N. W.

Chad - 1132 New Hampshire Ave., N. W.
Senegal - 2112 Wyoming Ave., N. W.
} Examples of French Africa

5. Fodor's Travel Books: France, Caribbean, Bahamas, Bermuda, Europe, Belgium and Luxembourg, Morocco. David McKay Company, New York, N. Y.

6. French Curriculum Guide - Prince George's County Levels III-V (for teacher information and suggestions, e.g., Unit on French Canada and North Africa)

7. Haiti (pamphlet). Organization of American States, Department of Publications, Washington, D. C., 20006. Salesroom - 19th and Constitution, Room 104.

8. Let's Play Games in French. National Textbook Company, Skokie, Illinois, 60076.

9. National Geographic. Different issues as they apply. See school library.

10. Peanuts Series in French. National Textbook Company, Skokie, Illinois, 60076. (for motivation, not for fluent reading)

11. Posters from Ecouter et Parler (for vocabulary). Holt, Rinehart, Winston; 383 Madison Ave., New York, N. Y., 10017.

12. Proceedings of the Conference on Culture. American Council on Teaching Foreign Languages, 1971 (in each school). ERIC DOCUMENT #060697.

13. Teaching for Crosscultural Understanding. North Carolina State Department of Education, Raleigh, N. C. (professional book in all schools; for teachers and pupils)

14. Washington Gas Light Company. Slide presentation: The Art of French Cooking. Community Service Department, 1100 H St., N. W., Washington, D. C.

MAPS, TRAVEL POSTERS, REALIA

Wall maps: France, Paris, North America, Europe, World
(Those not in department to be purchased for Exploratory Course)

Desk maps: Outline maps of French-speaking areas, Denoyer-Geppert. 5235 Ravenswood Drive, Chicago, Illinois, 60640.

Special: National Geographic Travel Map of France

TRAVEL POSTERS, REALIA

Pan American Airlines, Washington Office

Trans World Airlines, Washington Office

travel agencies

restaurant menus

post cards

personal slides

transparencies made by teacher

FILMSTRIPS

1. Berlitz-Pathescope Series No. 1. (in all junior high schools - use frames only, not tapes except to have pupils experience "flow" of French on one or two occasions.) Provide narration or "script" in English.

2. Voici la France. (in all junior high schools) Use frames only and English version of script in Teacher's Manual.

3. National Geographic Society filmstrips on Canada and other countries where French is spoken. Consult school librarian and social studies department also for filmstrips on Francophone African countries.

4. Peoples of the Caribbean, with accompanying disc in English. Learning Arts, P. O. Box 917, Wichita, Kansas, 67201.

5. La Ville de Québec with tape in English/French. Wible Language Institute, Allentown, Pa., 18105.

6. Montreal with tape in English/French. Wible Language Institute, Allentown, Pa., 18105.

→ Consult school librarian for filmstrips of areas in the United States where French is historically significant; viz., the Northeast and Louisiana.

FILMS

1. Loan from: embassies, airlines. NOTE: Canadian Embassy will lend film: Here Is Canada - English version recommended for Exploratory class.

2. Audio-Visual Materials Center - Prince George's County Public Schools

*Teacher should pre-order films early in semester

Numerous films in English relating to France, Africa, Canada, other French-speaking areas, and parts of U.S. where French is historically significant.

See catalog published annually by A-V Center, Prince George's Public Schools

SONGS

1. Ecouter et Chanter - Set of discs with teacher's manual, purchased for Exploratory Course. Holt, Rinehart, Winston.

2. See Foreign Language Department for other recordings of French songs, including Christmas Carols.

NOTE: For Career Education materials see Career Education article in this guide.

TRANSPARENCIES

Map outlines, vocabulary, etc: Milliken, St. Louis, Missouri - 63101

*SEE SCHOOL A-V COORDINATOR

CONTENT - GERMAN

Language Categories - Component I of Content: (See Berlitz German for Travelers)

Guidelines:

1. Read thoroughly objectives listed in this guide.
2. Do not teach for mastery in the manner of Level I.
3. Develop objective for each phrase according to demonstrated ability of class to pronounce and otherwise control it. Judgment for oral production: If it is comprehensible, it is acceptable.
4. Adjust class objectives to individuals.
5. Starred items: Teacher should try for oral control first. If student is unsuccessful after some study and practice (See Methodology), change objective for that item to "understanding when heard" or "recognition in print," whichever can be achieved.
6. Teach sound system through imitation; use disc accompnaying German for Travelers; teacher also acts as live model.

   NOTE: English transcriptions given in German for Travelers may help those students whose "ear for language" is not so highly developed.
7. Phrases given may be expanded or reduced according to needs, abilities, and interests of the class and of the individuals. Some pupils may wish to learn certain other categories as individual projects. These should not be imposed on others in the class.
8. Weave the phrases into very simple dialogue or simulated conversations. It is not the intent, however, that certain "standard" dialogues be "covered" by everyone. The following lists of phrases represent skeletal material which must be given a social context.

GERMAN LANGUAGE CATEGORIES

CATEGORY I - MAKING FRIENDS

Guten Tag*

Guten Morgen*

Gute Nacht*

Auf Wiedersehen*

Wie geht es Ihnen? (Wie geht's)*

Danke, gut. Und Ihnen? *

Ich heisse ...*

Herr*

Wie heissen Sie?*

Frau* (unmarried women are addressed as "Frau" once they reach middle age)

Fräulein*

Das ist mein Freund*

Das ist mein Bruder*

Das ist meine Schwester*

Das ist mein Vater*

Das ist meine Mutter*

Sprechen Sie Deutsch?*

Sprechen Sie Englisch?*

Ich spreche Deutsch. (kein Deutsch)*

Ich spreche Englisch. (kein Englisch)*

Ich bin Student*

Ich bin Tourist*

Ich bin Amerikaner*

Ja ... Nein*

Natürlich*

Ich verstehe nicht

Sprechen Sie langsam

Wie bitte?

Das macht nichts

Was ist los?

Wo wohnen Sie?

Ich wohne in Washington

Geben Sir mir bitte Ihre Adresse

→ Consult Berlitz German for Travelers, pages 10-13.

* See guideline No. 5, page 46

CATEGORY II - TIME AND NUMBERS

Counting 1-20* Counting 21-100

Wieviel Uhr ist es?* (and replies)

Days of the week*

Wann kommen Sie? Ich komme um 8 Uhr*

Ich komme Montag* Ich komme am Morgen*

Das Wetter* (Celsius versus Fahrenheit)

Es ist heiss* Es ist kalt*

Es ist warm* Es ist sonnig*

Have students read the weather reports in So Ist Es!, pages 8-9.

Most of these expressions will probably be taught for understanding when heard or seen in print, with individual differences.

24 hour clock Timetables

The date (erste, zweite, dritte) Months

Seasons Clothing sizes

Heute Morgen

Gestern

Reading and understanding prices: DM5.25, DM18.60, etc.

→ Consult Berlitz, German for Travelers, pages 184-191.

CATEGORY III - TRAVEL

Danke, mein Herr* Danke, meine Dame*

Die Fahrkarte, bitte* Wo ist die Toilette* (Herren - Damen)

... der Zoll* ... der Bahnhof*

... der Flughafen* ... die Maschine nach London

... das Hotel* ... die Jugendherberge*

Ich möchte ... deutsche Mark*	Ich möchte ein Zimmer*
Ich suche mein Geld	Heir ist mein Pass*
... mein Gepäck*	... mein Koffer*
... meine Flugkarte*	... meine Fahrkarte*
Was kostet das (pro Tag)?*	Die Zimmernummer ist ...
Wann kommt der Zug?	Wann kommt der Bus?

Ich möchte eine Fahrkarte nach Berlin.

Ich möchte ein Zimmer mit Bad.

Ich habe nichts zu verzollen.

Entschuldigen Sie (consult Berlitz text, pages 20-30)

Signs for recognition only

Auskunft	Bahngleis
Fundbüro	Geldwechsel
Abfahrt	Ankunft
Verkehrsamt	

Students should look at the signs in So Ist Es!, pages 10-13.

Wo ist ...*	Gehen Sie rechts*
Gehen Sie links*	Gehen Sie geradeaus
die Bank*	der Scheck*
der Wechselkurs	die Mark*
der Pfennig*	der Franken*
der Rappen*	der Schilling*
der Groschen*	

der Eurailpass*	die Strassenbahn*
der Bus*	die U-Bahn*
der Zug*	das Taxi*
die Strasse*	der Platz*
die Kirche*	das Kino*
das Theater*	das Museum*
der Film*	das Schloss

Understanding and recognition

Wann fährt der Bus?	Wann fährt der Zug?
die Vorstellung	Welcher Bus fährt nach?
Haltestelle	

Signs: for recognition only

Eintritt verboten	Eingang
Ausgang	Fahrstuhl
Fahrkarten	Eintritt frei
Erste Klasse	Zweite Klasse
Raucher	Nichtraucher
Schlafwagen	Speisewagen

→ Consult So Ist Es!, pages 22-23, 34 for signs

NOTE: The different types of trains are explained in the Berlitz text, page 00.

→ Consult the Berlitz text, pages 65-80, for further expressions.

CATEGORY IV - DINING

die Speisekarte*	die Getränkekarte
Bringen Sie ..., bitte*	die Rechnung*
Herr Ober*	Fräulein*
ein Tisch für zwei (vier, etc.)*	Ist der Tisch frei?*
Ist der Stuhl frei?*	Was essen Sie?*
Was trinken Sie?*	Ich esse ...*
Ich trinke ...*	das Frühstück
das Mittagessen	das Abendessen
das Wasser* (Ich möchte Wasser, etc.)*	
die Milch*	das Brot*
der Kaffee*	das Bier*
der Wein*	das Fleisch*
das Gemüse*	die Kartoffel*
das Ei*	Ich habe Hunger*

For recognition only

Gasthaus	Restaurant
Weinstube	Imbisshalle
Konditorei	Ratskeller
Raststätte	Ist Bedienung inbegriffen?

NOTES:

1. Reading knowledge of names of common foods found on menus. All students in the pilot classes made their own menus and were able to read and understand them.

2. The names of eating utensils.

3. The Berlitz text contains a very detailed section on names of foods, dishes and beverages. Teacher and students decide which names they will learn to say or recognize. The German cookbooks used in the pilot classes have ample pictures to acquaint the students with the better known German dishes.

→ Consult Berlitz text, pages 40-64.

CATEGORY V - SPORTS

Fussball*	Schwimmen*
Fahrrad*	Tennis*
Skifahren*	Wasserski*
Schach*	Reiten*
Ich spiele Fussball*	Ich spiele Tennis*
Ich spiele Schach*	Ich spiele Karten*
der Zeltplatz*	der Golfplatz*
der Tennisplatz*	das Schwimmbad*
der Strand*	das Boot* (Segelboot, Motorboot, Paddelboot)
das Fussballstadion*	Ich möchte ... mieten.

Signs: recognition only

Schwimmen verboten	Umkleidekabine
Keine Wohnwagen	

→ Consult Berlitz text, pages 87-90.

CATEGORY VI - SHOPPING

Haben Sie ... ?*	Ich möchte ... kaufen. *

Ich möchte das. *

Nein, danke. *

Das ist alles, danke.

Wie viel kostet das? *

Das ist zu teuer. *

Das ist zu billig. *

Das ist schön. *

die Grösse

Meine Grösse ist . . . *

die Farbe*

rot, blau, grün, schwarz, weiss, gelb*

Wo gibt es . . . ?

Zahlen Sie an der Kasse.

die Quittung

Recognition

das Kaufhaus

das Kleidergeschäft

das Schuhgeschäft

die Bäckerei

der Supermarkt

das Photogeschäft

die Drogerie

die Apotheke

der Zeitungskiosk

das Reisebüro

das Papiergeschäft

Signs:

Erste Stock

das Stadtzentrum

das Gift (poison)

NOTE: Students in the pilot classes gained oral control of the essential vocabulary for clothing. They memorized their shoe, shirt and dress sizes and became acquainted with the metric system of weight and measurement.

——→ Consult Berltiz text, pages 97-128.

CATEGORY VII - SERVICES

die Bank, etc. (consult Category III) *

die amenkamsche Botschaft*	das Postamt*
der Brief	die Postkarte*
die Briefmarke*	der Fernsprecher
die Telefonnummer*	das Telegramm*
der Arzt*	der Zahnarzt
das Rezept*	das Krankenhaus*
die Polizei*	Ich möchte telefonieren
Einen Augenblick, bitte	Ich bin krank

Ich habe einen Schmerz im Kopf, etc.

NOTE: Most students in the pilot classes leraned the parts of the body for oral control.

Recognition

Luftpost	der Frisiersalon
die Wäscherei	die Reinigung

Signs

Vorsicht	Gefahr
Achtung	

→ Consult Berlitz text, pages 134-141, 166-181.

CATEGORY VIII - ALL ABOUT CARS AND DRIVING

Learn comparison of kilometers and miles and liters and gallons.

die Tankstelle*	die Garage*
das Auto* (der Wagen*)	die Landkarte*

der Tank*	die Bremse*
der Motor*	der Reifen*
Volltanken, bitte!*	die Autobahn*
der Führerschein	der Unfall
Rufen Sie bitte die Polizei	Wie viel Kilometer ist es nach München

Other signs to recognize:

Achtung	Gefahr
Parken verboten	Einbahnstrasse
Halt, Polizei	Kurve
Geschwindigkeit	Überholen verboten

CATEGORY IX - HOLIDAYS AND FESTIVALS

Weihnachten* (Fröhliche Weihnachten*)

Neujahr* (Ein Gutes Neues Jahr)

Ostern*	Ostermontag
Pfingsten	der erste Mai
Himmelfahrt	Allerheiligen

Regional wine festivals: Weinfest. Most famous wine festival is in Bad Dürkheim "Wurstmarkt".

Oktoberfest (München)

Weihnachtsmarkt or Christkindlmarkt (Nürnberg)

→ Consult Berlitz text, page 189.

Some best known German songs: students should be able to recognize them when heard and possibly learn one or two.

Stille Nacht, heilige Nacht . . .

O Tannenbaum . . .

Du, du liegst mir im Herzen . . .

Ich weiss nicht, was soll es bedeuten . . . (Lorelei - song)

etc.

→ Consult County German Curriculum Guide for other songs.

CATEGORY X - GERMAN WORDS AND EXPRESSIONS USED IN ENGLISH

To show relevance of German to English

Both languages are of Germanic origin, hence the large number of cognates.

→ See General Language, Chapter 9.

Some cognates:

Butter	warm
Mutter	kalt
Vater	Hand
Lunge	Ellbogen
Lippe	bringen
Finger	sinken
Fuss	waschen

Examples of words borrowed from German and incorporated into English. (A cultural import)

Kindergarten	Putsch
Weltschmerz	Wunderbar
Gestalt	Ersatz
Wanderlust	Blitzkrieg

Point out to students that German has borrowed many English words, especially in recent times in the area of technology.

Many imported food words:

Sauerkraut	Kuchen
Pfeffernüsse	Stollen
Apfelstrudel	Zweiback
Wurst	Pretzel
Frankfurter	etc.

CONTENT - GERMAN

CULTURE/TRAVEL: Component II of CONTENT

ASPECTS OF CULTURE

The major German-speaking areas are the Federal Rupublic of Germany (West Germany), the German Democratic Republic (East Germany), parts of Switzerland, Austria and Liechtenstein. The German language can also be a useful asset for the traveler in the Scandanavian countries.

The Exploratory Course does not try to deal with German culture in depth; it should acquaint students with some of the major aspects and leave them receptive to cultural differences, with an interest in exploring specific areas in the future.

Cultural mini-projects should be in progress concurrently with each of the Language Categories. These could be teacher directed, or carried out independently by pupils, or a combination of both. Consult County German Curriculum Guide for books on German culture available in English.

Examples of cultural units integrated with the language categories

Pertinent language categories being taught	⟷	Pertinent cultural categories
Shopping		• Geography
Dining		• History • Popular customs
Travel		• Comparisons and constrasts (with one another and with U. S. cities)
Time and Numbers		• Buildings and monuments • Architecture • Theatre • Museums • Industries • Parks, restaurants • Places of recreation

NOTE: Projects on industries and products can be related to shopping. What American products are sold in Germany? What German products are sold in the United States? Popular customs are considered in terms of cultural contrasts. Sightseeing is considered with a view toward famous places of interest, their history and reason for being.

Cities compared:

Hamburg - München (North German vs. South German)

Bern - Zürich

Berlin - Bonn (the old vs. the new capital)

Berlin - New York

FOODS

Pertinent language categories	⟷	Pertinent cultural categories
Money		• Cuisine of German regions, Austria and Switzerland
Shopping		• German eating habits vs. American
German names of food used in English		• American foods and beverages popular in Germany
		• German restaurants (both in Europe and the U. S.)
		• German foods in the U. S.
		• Making of cheese
		• German food festivals
		• Pastries

COUNTRIES AND REGIONS

Pertinent language categories	⟷	Pertinent cultural categories
Car information		• Geographic names
		• History
Accommodations		• Folklore - legends
		• Famous persons
Money exchange		• Films
		• Fiction
Holidays - Festivals		• Industries (especially German cars)
		• Communications
Sightseeing		• Magazines and Newspapers
Time		
Dining		

SPORTS

Pertinent language categories	⟷	Pertinent cultural categories
See sports under language categories		• Popular games, e.g., soccer • Contrast soccer and football • Bicycling (re creation and racing) • Hiking - Youth Hostels • Mountain climbing • Winter sports • White water sports • Car racing • Gymnastics • Board games (chess, "Dame", "Mühle", etc.)

THE ARTS

Pertinent language categories	⟷	Pertinent cultural categories
Entertainment Traveling Festivals		• Music, including popular and classical composers • Songs • Films, plays • Paintings, painters • Theatre, T. V. • Famous performers, e.g., Marlene Dietrich, Hildegard Knef • Youth singers • American popular music in Germany

THE GERMAN-SPEAKING PEOPLE IN THE UNITED STATES

Linguistic: German expressions in the English language, place names (See Language Category X)

Cultural: The German elements in Pennsylvania, Milwaukee, Wisconsin, Texas, Minnesota.

Special focus on the Amish and the Mennonites.

Field trip to the Pennsylvania Dutch area around Lancaster, Pennsylvania. (Pupils should understand that the word "Dutch" in "Pennsylvania Dutch" comes from Deutsch, meaning German.)

Famous Germans in America: Baron von Steuben, Karl Schurz, Sutter, Karl Steinmetz, Babe Ruth, Wernher von Braun, Paul Tillich, etc.

Examples of topics chosen by individual students and/or groups for special reports or projects in German Exploratory

- Famous Germans in America
- The Pennsylvania Dutch
- Germany and Democracy
- Customs and Festivals
- Music of German and Austrian classical composers
- German industry
- German food and restaurants
- The Black Forest region
- The Rhine and its legends
- Heidelberg
- München
- The castles of Bavaria ("Mad" King Ludwig II)
- Berlin - East and West
- Americans in Germany
- Martin Luther
- Robert Koch
- Wilhelm Röntgen
- German family life
- How to prepare for a trip to a German-speaking country
- Nazi Germany (resistance movement against Hitler)

Other projects:

Road signs; all pupils make menus, Christmas cards

MATERIALS AND RESOURCES FOR GERMAN/EXPLORATORY

Utilize through adaptation any suitable materials in the foreign language department. Other general sources of enrichment materials are:

1. School library or media center; newspapers, magazines, both English and German, the latter for exposure only; encyclopedias

2. Other departments in the school, e.g., social studies, art, music, English

3. Embassies and cultural offices of West Germany, East Germany, Switzerland, Austria, Liechtenstein.

4. Airlines, travel companies, local German restaurants

5. Local public library for books in English, fiction and nonfiction, for background reading

6. For Latin and Greek related materials, write to American Classical League Service Bureau, Miami University, Oxford, Ohio, 45056. Example: "The Derivative Tree"

   See also County Curriculum Guide for Latin, and text: Latin and Greek in Current Use, Prentice-Hall. Consult Latin Department of local senior high schools for these items.

7. Field trips to: Voice of America; Embassies; German Restaurants; Pennsylvania Dutch areas in Pennsylvania; Oktoberfest (annual event) at German Orphanage in Upper Marlboro Md. German Fasching celebrated every year in early February at one of the County Senior High Schools.

BOOKS - BOOKLETS - PAMPHLETS

MAIN SOURCES OF INSTRUCTION:

1. General Language (English and Its Foreign Relations) Chapters 1, 2, 6, 9, 12, 14. Holt, Rinehart, Winston 1962. ONE COPY PER PUPIL

→ Teacher's Manual for above

2. Berlitz, German for Travelers, Crowell-Collier-Macmillan, 1972.

   Accompanying disc

   ONE COPY PER PUPIL

   Text-with-cassette available in book shops for those students who wish to purchase. PURCHASE NOT REQUIRED.

3. Time-Life series on countries: Germany, Switzerland; The Cooking of Germany, The Cooking of Viennese Empire

4. Say It in German. Dover Publications, New York, 1957.

5. Fodor's Germany, Switzerland and Liechtenstein, Austria David McKay Company, New York.

OTHER SOURCES AND MATERIALS

1. All the Best in Austria, by S. Clark. Dodd Mead, New York, 1973.

2. Austrian Institute, 11 East 52nd St., New York, 10022. (free materials)

3. Facts About Germany (from West German Embassy, Washington, D. C.)

4. German Cooking. Garland Books, New York, 1973. (Available at Brentano's Book Stores)

5. German Information Center, 410 Park Ave., New York. 10022. (free materials)

6. Germany beyond the Wall, by J. Smith. Little Brown and Company, Boston, Mass., 1969.

7. National Geographic Magazine. Appropriate issues.

8. So Ist Es! Harcourt, Brace, Jovanovich, New York, 1972. (a source of interesting vocabulary)

9. Let's Play Games in German. National Textbook Company. Skokie, Illinois - 60076.

10. Das Rad. German newspaper for beginners. Scholastic Magazines, 902 Sylvan Ave., Englewood Cliffs, New Jersey. 07632. (For pupil exposure. DO NOT require pupils to read it fluently.)

11. Swiss National Tourist Office, 608 Fifth Ave., New York. N. Y., 10020. (Free materials)

12. The Germans, by S. Schalk. Prentice Hall, Inc., Englewood Cliffs, N. J., 1971.

13. The German Americans, by R. O'Connor. Little Brown and Company, Boston, Mass., 1968.

14. The West Germans, How They Live and Work, by Reginald Peck. Praeger Publishers, New York, 1970.

MAPS, TRAVEL POSTERS, REALIA

Wall maps: West Germany, East Germany, Switzerland, Austria, Europe, World, North America

Desk maps: Outline maps of German-speaking areas. Denoyer-Geppert, 5235 Ravenswood Drive, Chicago, Illinois, 60640.

TRAVEL POSTERS - REALIA

Pan American Airlines, Washington Office

Trans World Airlines, Washington Office

travel agencies

restaurant menus

post cards

personal slides

transparencies made by teacher

FILMSTRIPS

1. Berlitz-Pathescope Series No. 1. (in all junior high schools - use frames only, not tapes except to have pupils experience "flow" of German on one or two occasions.) Provide narration or "script" in English.

2. Lands of German Tradition. Holt, Rinehart, Winston. Use English side of the accompanying tape.

3. National Geographic Society filmstrips on various countries. Consult school librarian and social studies department. Also for filmstrips on areas in the United States which were settled by Germans (e.g., parts of Minnesota, Wisconsin, the Dakotas).

FILMS

1. Loan from embassies and airlines.

2. Audio-Visual Center of Prince George's County Schools.

*Teacher should pre-order films early in semester.

Several films available in English relating to German-speaking areas. See Catalog published annually by A-V Center.

NOTE: Some of the Foreign Language films, such as Munich and Hamburg can be shown without sound. Teacher can provide commentary.

3. Modern Talking Picture Service. 2000 L St., N. W., Washington, D. C., 20036. (Free films, except for shipping costs.)

Loan service for German Embassy.

(PREVIEW FILMS BEFORE SHOWING)

SONGS

Consult County Curriculum Guide for German, which contains words and music to a number of well known German songs: page 359, et seq.

NOTE: For Career Educational Materials see Career Education article in this guide.

TRANSPARENCIES

Map outlines, vocabulary, etc: Milliken, St. Louis, Missouri - 63101

*SEE SCHOOL A-V COORDINATOR

CONTENT - SPANISH

Language Categories - Component I of Content: (See Berlitz - Latin-American Spanish for Travelers)

Guidelines:

1. Read thoroughly objectives listed in this guide.
2. Do not teach for mastery in the manner of Level I.
3. Adjust class objectives to individuals.
4. Develop objective for each phrase according to demonstrated ability of class to pronounce and otherwise control it. Judgment for oral production: If it is comprehensible, it is acceptable.
5. Starred items: Teacher should try for oral control first. If student is unsuccessful after some study and practice (See Methodology), change objective for that item to "understanding when heard," or "recognition in print," whichever can be achieved.
6. Teach sound system through imitation; use disc accompanying Latin-American Spanish for Travelers: teacher also acts as live model.

   NOTE: English transcriptions given in Latin-American Spanish for Travelers may help those students whose "ear for language" is not so highly developed.
7. Phrases given may be expanded or reduced according to needs, abilities, and interests of the class and of the individuals. Some pupils may wish to learn certain other categories as individual projects. These should not be imposed on others in the class.
8. Weave the phrases into very simple dialogue or simulated conversations. It is not the intent, however, that certain "standard" dialogues be "covered" by everyone. The following lists of phrases represent skeletal material which must be given a social context.

SPANISH LANGUAGE CATEGORIES

CATEGORY I - MAKING FRIENDS

¡hola!*

¿Qué tal?*

Mucho gusto*

Gracias*

Muchas gracias*

amigo(a)*

Sí, No*

Perdón*

Me llamo . . . *

la mañana*

¿Cómo está Ud. ? *

Estoy bien*

No estoy bien*

el señor*

la señora*

la señorita*

Soy estudiante, etc.

Weather expressions (llueve and nieva)

¿Cómo se llama Ud. ?

Hasta luego

¿De dónde es Ud. ?

Quisiera (I would like . . .)

así, así*

Muy bien*

Adiós*

Hasta mañana*

Buenos días*

Buenas tardes*

Buenas noches*

¿Comprende ?* or ¿Entiende ?*

Sí, entiendo* or comprendo*

No, no entiendo* or No comprendo*

¿Cuántos años tiene ?*

Tengo . . . años*

No hablo español*

Repita, por favor*

Soy de los Estados Unidos*

¿Habla Ud. inglés ?*

De nada

Soy norteamericano(a)

Hasta la vista

¿Puede ayudarme?

* See guideline No. 5, page 66

Recognition only - for most, though teacher should judge by ability of individuals.

1. Encantado
2. ¿Está enferma? ¿Está mareada? (seasick or airsick)
3. ¿Quiere comer?
4. ¿Quiere tomar algo?
5. ¡Cuidado!
6. ¡Espere un momento!
7. la cita - date or appointment
8. ¿Cuántos años tiene su amigo(a)?
9. E. E. U. U. - abbreviation for U. S.

→ See Berlitz text, pages 93-96. Also Ramsey: A Textbook of Modern Spanish, pages 677, 678 for explanation of Spanish names.

CATEGORY II - TIME AND NUMBERS

Most taught for recognition when heard or seen in print.

Attempt should be made to teach the following for oral control:

¿Qué hora es?*

Days of the week.* Es lunes, etc.* el lunes*
(Both pilot classes learned to say and understand these.)

Counting to 10*

la fecha*

Replies to ¿Qué hora es?

Months

Seasons

Hoy es el ... de ... (month)

¿Qué día es hoy?

Recognize

Time on schedules; differences in clothing sizes and metric system equivalents.

→ See Berlitz text, pages 182-184; and 108.

CATEGORY III - TRAVEL

Gracias, señor, señora, señorita.*

el billete* (ticket) ¿Cuánto es?*

el taxi (Un taxi, por favor.)*

¿Dónde está ...* ... la oficina de cambio?*

... el tren?* ... el carro?*

... el metro?* ... el avión?*

... el autobús?* ... el baño?*

... la tarifa? (fare)* ... la tarjeta de crédito?*

... el cheque?* ... mi pasaporte?*

... la maleta?* ... el cuarto?*

... el hotel?* Lo siento, no comprendo.*

Cambiar un cheque* Tengo prisa.*

Nada que declarar la llave

cheque de viajero el subterráneo

quisiera, plus a variety of infinitives

busco, followed by a variety of items

la habitación	con baño, con ducha
caliente - fría (agua)	la aduana (customs)

Recognize:

¿Cuánto tiempo?	damas; caballeros (on restrooms)
el botones (bellhop)	la camarera (chambermaid)

Signs:

1. Prohibido fumar
2. Estacionamiento prohibido
3. No molestar

¿Dónde está . . . ?*	el carro* (el coche - Spain)
el avión*	el metro*
el tren*	el barco*
el autobús*	la foto*
el taxi*	etc.
¿Cuánto cuesta?*	Tengo prisa*
la bicicleta*	el toro*
la plaza*	el cine*
el rancho* (Mexico)	el banco*
el dinero*	el peso (Mexico)
el dólar (Puerto Rico)	la peseta (Spain)
a la derecha*	a la izquierda*

la plaza de toros - torero

la oficina de cambio

la iglesia

el baile; bailar. ¿Quiere Ud. bailar?

el/un cheque personal

Recognition:

ferrocarril

periódicos, revistas, libros

sacar fotos

parque

el asiento (seat)

la corrida de toros

aeropuerto

museo

ocupado

el cabaret - cantina (night clubs)

derecho - straight route ahead

el vaquero

el pesero - Mexico City - taxi with bus route

auto-stop - hitch-hiking (not recommended)

Signs:

Apaguen los cigarros

Abrochen los cinturones

Parada de autobús

Salida (Exit)

Entrada (Entrance)

Entrada libre - Free admission

Prohibido hacer camping

→ Consult Berlitz text, pages 65-92; 135-137.

CATEGORY IV - DINING

la comida*

el menú*

la cena*

el vino*

la leche*

el café* (café con leche*)

la cuenta*	el pan*
el agua*	los huevos*
los tacos*	el jugo*
los tamales*	la mesa*
las tortillas*	el queso*
los perritos* (hot dogs)	hamburguesa*
bebida	almuerzo
desayuno	Quiero comer.
Tengo hambre.	Tengo sed.

tortilla con huevos (omelette)

Recognition:

el servicio (service charge)	el cubierto (cover charge)
el recargo (surcharge)	las tostadas

tortilla a la francesa - omelette (Spain)

guacamole	cafetería

NOTES:

1. Reading knowledge of names of common foods found on menus. There are regional differences in foods in all parts of Latin America.

2. Reading knowledge of menus from local Spanish and Latin American restaurants.

3. Names of eating utensils.

4. The Berlitz texts (Spain and Latin America) contain numerous names of foods, dishes, and beverages. Teacher and students decide which names they will learn to say or recognize.

→ Consult Berlitz texts: Latin American Spanish, pages 34-63; Spanish for Travelers (Spain) 40-64. Types of restaurants, pages 34-35; 40-41 respectively. Consult Time-Life books Cooking of Spain and Portugal; Cooking of Latin America; and Cooking of Caribbean Islands.

CATEGORY V - SPORTS

la piscina*	la playa*
la pelota*	jai alai*
el charro (cowboy - Mexico)*	el fútbol (soccer)*
el beisbol*	Quiero nadar. *
el mar*	
torero	la corrida de toros
aficionado (referring to bullfighting)	
balón de cesta (basketball)	juego
equipo (team or equipment)	

Recognition:

matador	sol o sombra - sun or shade, referring to bullfights
agua caliente	el velero - sailboat
la barca de remos - rowboat	el beisbolista
el futbolista	el campo de golf

Signs:

Playa particular (Private beach)

Prohibido bañarse (No bathing)

→ See Berlitz text, pages 85-92.

CATEGORY VI - SHOPPING

¿Tiene Ud. . . . ?*	¿Hay . . . ?*
(más) barato*	caro*

la música*

los discos*

la ropa*

el piso*

colors* (azul, rojo, blanco, negro)

Sizes of clothing (See Berlitz, page 111.)

Es todo, gracias.*

Nada más, gracias.*

Me gusta.*

Esto/eso*

¿Cuánto es ... cuesta ... vale?*

¿Puede ayudarme?

el supermercado

No me gusta ...

el recibo

Quiero hacer compras.

Recognize:

Tienda de zapatos, comestibles, etc.

almacén

zapatería

joyería

lavandería (automática - laundromat)

librería

articles of clothing

el cajero(a) (cashier)

Signs:

Names of items of apparel as they appear in department stores

Arriba; abajo; primer piso, etc.

NOTE: Pilot classes were able to control orally most vocabulary for clothing and to recognize names in print. Metric system should be studied.

→ See Berlitz, pages 97-128; 133.

CATEGORY VII - SERVICES

el policía* (policeman)	el cambio*
la policía * (the police)	el cheque*
los dólares*	pesos*
el billete* (money bill)	el boleto* (ticket)
el correo*	el telegrama*
el teléfono*	mandar*
Quiero mandar . . . *	la radio*
la televisión*	el hospital*
aspirina*	Me duele . . . *
el dentista*	el doctor*
la oficina de cambio	el médico
planchado - limpiado	la medicina
las estampillas	(los sellos - Spain)
el buzón (mailbox)	

Recognition:

el salón de belleza	la lavandería
el barbero - peluquero	guía de teléfonos (directory)

Correo y Telégrafos (Post offices marked in this way in Mexico and Spain)

vía aerea

Signs:

No Doblar (Do not bend)	Prohibida la entrada . . . prohibido . . .
Abierto - Cerrado	¡Cuidado!
¡Veneno!	Caja (Cashier)

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No tocar — Ocupado

Damas/ Caballeros (on rest rooms)

Aviso (Notice) — Baños (Toilet)

→ Consult Berlitz text, pages 135, 136; 138-141; 162; 97-128.

CATEGORY VIII - ALL ABOUT CARS AND DRIVING

Learn comparison of kilometers and miles and liters and gallons.

el mapa*	la gasolina*
la (una) emergencia*	el carro* (el coche - Spain)
el accidente*	el garaje*
tarjeta de crédito	Mi carro no marcha.
el aceite	la licencia
manejar (Latin America)	conducir (Spain)
la llanta se reventó (flat tire)	derecho (straight ahead)
la izquierda	la derecha

Recognition:

lejos — cerca

la estación de servicio

→ See Berlitz pages 151-158 for engine parts.

(el) carnet de conducir - (Spain) "carnet" spoken as in French

Signs:

Alto (Stop) — Estacionamiento

Peligro

Verbs for parking

estacionar	cuadrar
aparcar (Spain)	Prohibido estacionar
Autopista (highway)	Pare (stop)
Sentido Unico (one way)	el tráfico or la circulación

NOTE: The Berlitz Latin American text contains an extensive repertoire of phrases and advice for driving in a Spanish-speaking area, pages 142-159 Pages 160-161 contain the road signs prevalent in Mexico. The text Berlitz Spanish for Travelers (Spain) contains the international road signs (no words), pages 160-161.

CATEGORY IX - HOLIDAYS AND FESTIVALS

la fiesta*	Navidad*
Feliz Navidad*	El año nuevo*
Buen año*	las posadas* (Mexico - December 16-24)
Los Reyes Magos* (January 6)	

Recognition:

la Semana Santa (Spain especially)

Festival for Saint's Day (El día del santo)

Fiesta de San José (March 19) Fiesta de San Juan (June 24)

NOTE: Puerto Rican towns have a patron saint. On such a day there is a large festival which is mostly secular.

Also in Puerto Rico:

Las parrandas - 9 days of secular festivities during Christmas season

Pablo Casals Festival - May 5

Mexico

Birthday of Benito Juárez - March 21

el dieciséis de septiembre (September 16) el día de la Independencia

La Virgen de Guadalupe - December 12

Throughout Latin America

Carnaval (carnival before Lent)

El Día de la Raza (Columbus Day, October 12)

El Día de todos los santos - November 1 (also Spain)

Spain

Most holidays in Spain have religious orientation.

See Teaching for Cross-cultural Understanding (professional book in each school) pages 98-100.

Some best known Spanish popular songs:

Recognize when heard:

Cielito Lindo	La Cucaracha
El Rancho Grande	Amapola
Christmas Carols	
Dances	
merengue (Puerto Rico)	jarabe tapatío (Mexico)
paso doble	flamenco (Spain)
bullfight music	tango
bolero	etc.

Suggestion: Teacher may use the source materials of the sequential program to obtain further information.

CATEGORY X - SPANISH WORDS AND EXPRESSIONS USED IN ENGLISH

See General Language, Chapter 10, page 173.

To show relationship of Spanish to English

Spanish is related to American English through the historical role played by the Spanish explorers as they settled America, particularly the West and Southwest and Florida, and through the fact that the Southwest was part of Mexico before the Mexican War.

Geographic names and their meanings

Florida	Los Angeles
San Francisco	San Diego
Sierra Nevada	Amarillo, etc.

Words

lasso	armada
canyon	junta
caballero	chili con carne
mesa	sierra
pronto	lariat
aficionado	

Encourage students to investigate and add to lists. Teach students to use derivative section in dictionary entries.

Common adverbs of time and place

To say and understand:	aquí*	¿cuándo?*	¿cómo?*
	allá	¿cuánto?*	hoy
	allí*	mañana*	

To recognize: ayer

Common expressions to say and/or recognize

¡Bueno! (Also used in Mexico in answering telephone)

Adiós.	¡Caramba!
Lo siento.	¡Qué barbaridad!
Válgame Dios.	Ay, bendito.
un momento	¡Qué lástima!
Dios mío	a la orden (at your service)

. . . ssst (Used in Latin America to attract a person's attention. Not to be offended by it.

Expressions to avoid

1. Soy americano(a): When traveling in Latin America, Latin Americans consider themselves American also (las Américas - Norte y Sur)

2. In Puerto Rico do not refer to yourself as "americano(a)" since Puerto Ricans are U.S. citizens too. Say Soy de los Estados or Soy del continente.

3. Avoid a condescending "gringo" attitude in Latin America.

CONTENT - SPANISH

Culture/ Travel - Component II of CONTENT

Aspects of Culture

Latin America is not one country. Some countries of Latin America differ from one another culturally almost as much as they differ from the United States, e.g., Mexico and Argentina, and they all differ from Spain.

Each country has its own standard dialect of the Spanish language, as well as non-standard dialects, a phenomenon analogous to the English of Britain and that of the United States or of Australia. There is also Brazil whose language is Portuguese.

In spite of numerous cultural differences among the Spanish-speaking countries, there is a Hispanic culture, encompassing a commonality of heritage, outlook, customs, language, etc. In some there are important Indian subcultures.

Students should become aware of this kaleidoscopic nature of the Hispanic world. People from the United States tend to travel most frequently to Spain, Mexico, and Puerto Rico. This course should be geared to these three areas, with the understanding that the other countries of Latin America and the Caribbean can be investigated if student interests warrant, particularly through individual and small group projects. An important area for investigation is the Spanish-speaking people of the United States, such as Chicanos, Puerto Ricans, and Cubans.

Teacher should draw from the basic texts of the sequential program for cultural information. The texts Español: A Descubrirlo and Español: A Sentirlo contain a wealth of such materials, as well as Comencemos, Sigamos, and the County Spanish Guide for upper levels.

An exploratory course does not propose to deal with Hispanic culture in depth; it should acquaint students with some of the major aspects. An approach proposed herein is that there should be cultural projects in progress concurrently with each of the Language Categories. These categories, then, can be incorporated into larger cultural themes.

The following sources should be helpful:

1. Chapter 10 of text General Language and the Teacher's Manual which accompanies it.

2. Upper level County Spanish Guide, pages 219-229 for books on Latin American culture available in English at the Prince George's County Memorial Library Branch, and books available in school media center, fiction and nonfiction.

3. "Cultural Concepts of the Spanish-Speaking" Luis Lertora. Mimeographed report. In all Prince George's County Foreign Language Departments.

4. Teaching for Cross-Cultural Understanding, a professional book in all foreign language departments.

5. Latin American Handbook, a professional book in all foreign language departments.

SEE MATERIALS LIST FOR SPANISH EXPLORATORY IN THIS GUIDE

NOTE: In relating actual samples of language to other aspects of culture the teacher might include examples of gesturing, provided that the gestures introduced are authentic. See Selected References at the end of this guide.

Examples of cultural units integrated with the language categories (not exhaustive). This same format can be used for any units chosen.

A. CITIES OF THE SPANISH-SPEAKING WORLD

Pertinent language categories being taught	Holidays and Festivals Dining Shopping; services Travel Time and numbers	Pertinent cultural categories	• Geography • History • Sister cities (with U. S.) • Popular customs • Comparisons and contrasts (with one another and with U. S. cities) • Buildings • Monuments • Museums • Industries • Parks, restaurants, places of recreation, etc.

Mexico City - Vera Cruz
Guadalajara - Monterrey

San Juan - Ponce - Mayagüez

Madrid - Barcelona - Sevilla - Toledo

Contrast items in right column above.

B. FOODS

Pertinent language categories → Dining; Travel; Shopping; services; Names of foods used in English

Pertinent cultural categories →
- Cuisine of Mexico, Puerto Rico, Spain
- Food plants, e.g., vanilla bean
- Spices
- Tropical fruits
- Beverages
- Aspects of food industry
- Hispanic eating habits (8 - 10:00 dinner hour)
- Siesta
- American foods and beverages popular in Hispanic countries

See school library for Time-Life Series - Caribbean Cooking; Cooking of Latin America; Cooking of Spain.

C. COUNTRIES AND REGIONS

(Spain, Mexico, Puerto Rico, Caribbean Countries, Countries of South America

Pertinent language categories → Travel; Car information; Holidays and Festivals; Time and Numbers; Dining

Pertinent cultural categories →
- Geographic names
- History
- Organization of American States (OAS)
- Pan American Union
- Famous persons
- Puerto Rico - U.S. relationship
- Concept of time
- U.S. - Hispanic contrasts
- Latin American - U.S. relationships
- Industries
- Communications
- Customs, folklore, legends by country
- Southwest U.S. - Spanish influences

NOTES:

1. Emphasis on Mexico, Puerto Rico, Spain; others by group or individual interest.
2. Holidays and Festivals for each country studied.
3. Spanish family names. Example: José Ramón López y Fuentes. The first surname is that of the father; the second, of the mother. Example: Señorita Luisa Ruiz y Romero. Upon marrying she drops Romero and becomes Señora Luisa Ruiz de Carrillo.
4. See telephone directories of San Juan, Puerto Rico and Madrid in public libraries for study of names.

D. THE ARTS
(Emphasis on Contemporary)

Pertinent language categories → Sightseeing and entertainment Travel → Pertinent cultural categories →

- Music, including popular
- Contemporary youth singers
- Songs and dances
- Films and plays
- Paintings and painters
- Children's literature and theatre
- Famous performers, e.g., Pablo Casals, Cantinflas

E. SPORTS

See Sports under language categories → Pertinent cultural categories →

- Games popular with youth, e.g., soccer, baseball (Latin American baseball players, especially Puerto Rican and Mexican)
- Bullfighting
- Jai alai
- Basketball

F. THE SPANISH IN THE UNITED STATES

Part I - Historical

Explorers, conquistadors

NOTE: Students should be aware of the historical link with our country of Spain, Puerto Rico, and Mexico through such individuals as Columbus, Ponce de León, Cortez, through the Spanish expressions and place names; and the Spanish cultural elements in our Southwest, which was part of Mexico.

Part II - Contemporary

The nature and aspirations of the Spanish-speaking population within the United States, particularly Chicanos, Puerto Ricans, and Cubans.

See Unit on Mexican Americans (in English) in upper level County Spanish Guide, pages 243-334; Events in the History of Puerto Rico (in every school); Gotas Históricas de Puerto Rico, for teacher use, available from the Commonwealth Office of Puerto Rico, Washington, D. C. Also Puerto Rico and the Puerto Ricans, a teaching and resource unit, Prince George's County Schools.

G. POSSIBLE CULTURAL PROJECTS FOR INDIVUDUALS OR SMALL GROUPS

Family life in Mexico (or Spain, etc.)

Gypsies of Spain

Bullfighting

The Aztecs

Argentina

Chile

Venezuela (other South American countries)

Ponce de León

Balboa

Hernan de Soto

The llama and other animals of South America

The Andes

Transportation in Latin America

The Panama Canal

Central America

Any others which pupils might select in a similar vein.

CONTENT SAMPLE

SPANISH EXPLORATORY (This is an example of one teacher's long-range plan.)

The theme of the Exploratory Spanish course has been to analogize the Spanish and American cultures, to nurture understanding of their differences, and to lead the students to an acceptance of the Spanish-speaking world and a desire to study the Spanish language.

Exploring the Language and Culture

In general, I have approached the teaching of Spanish by weekly or biweekly units depending on the time needed to master the material with functional competency. The following are the specific units covered to accomplish this objective:

Unit 1: Introduction to Foreign Languages (source: General Language)
Unit 2: Introduction to the Spanish Language
Unit 3: People; Salutations and Responses
Unit 4: Introductions, Days of the Week (general and specific)
Unit 5: Numbers; Months
Unit 6: Time; Seasons
Unit 7: The Family
Unit 8: Clothing; Colors
Unit 9: The Home; Rooms and Furniture
Unit 10: Food; Specialties
Unit 11: Words of Quantity; Money and Exchange
Unit 12: Dining Out
Unit 13: Traveling; Transportation and International Signs
Unit 14: Sightseeing
Unit 15: Diversions
Unit 16: Sports
Unit 17: Shops and Services
Unit 18: Fiestas; Piñatas
Unit 19: Art, Music, Literature of the Past
Unit 20: Spanish-speaking Contributors of the Present

In teaching these units I felt that it was of primary importance that the students be introduced to the fundamental principles of language learning. The following are the methods by which this was done:

1. The material was introduced orally, usually with a visual aid.
2. The same material was reintroduced to develop the recall powers a language student will eventually need.

3. The students were given the material in print to achieve accuracy.
4. Role-playing was used to develop confidence in using the material.
5. Films were shown to give the opportunity to hear others using the material.
6. Finally, to check mastery, a regular unit quiz was given. These quizzes always had the correct answer on the sheet. They were multiple choice, matching, picture recognition, true or false, and object identification quizzes. As the students progressed, it was possible to give them a paragraph with all familiar material in it and ask for comprehensive answers.

Exploring the Geography and History

Geographically and historically, the units covered were the following:

Unit 1: Historical Background of Spain
Unit 2: Geography of Spain
Unit 3: Key Cities of Spain
Unit 4: Contemporary Spain and Its Position in the World
Unit 5: Colonization by the Spanish
Unit 6: The Carribean
Unit 7: Spain in the United States
Unit 8: Mexico Yesterday and Today
Unit 9: Central America
Unit 10: South America

To reinforce these topics, the following approach was used:

1. Specific questions were given on one aspect of the history or geography. Example: "The Rivers of Spain"
2. Material was assigned to be read and summarized on a particular area. Outline was given as a help.
3. Unit project on a particular country was assigned. (Six weeks allowed for the assignment) These procedures helped to develop research skills also.

Social Aspects

Finally, to make the students feel socially a part of the culture, I also taught songs and dances as appropriate per topics from the collection Escuchar y Cantar and textbooks.

Main Materials Used:

Berlitz - Latin American Spanish
Berlitz - Spanish for Travelers
Time-Life Series: Spain, Carribean, West Indies
Primera Vista (Allyn & Bacon)
Segunda Vista (Allyn & Bacon)
Spanish - Oral Approach
General Language (Holt, Rinehart, Winston)
Encyclopedias
National Geographic Magazine
Library Books on Specific Countries
Films/ Filmstrips and Records
Folklore Material - Public Library
Art - National Art Gallery
Latin American Cooking: Spanish Cooking - Time-Life Books
Mexican Cookery - Gebhardt Kitchens
Curriculum Guides for Spanish for Travelers, Spanish (Prince George's County)
Pan American Airlines Material
Let's Play Games in Spanish - National Textbook Company
Guest Speakers
Cultural Concepts for Spanish Classes (report)
Puerto Ricans on the Mainland - resource unit - Prince George's County Schools
Getting Along South of the Border - Wible Language Institute
Entender y Hablar (Holt, Rinehart, Winston)
¿Qué tal? - Spanish student newspaper (Scholastic Magazines)

MATERIALS AND RESOURCES FOR SPANISH/EXPLORATORY

Utilize through adaptation any suitable materials in the foreign language department. Other general sources of enrichment are:

1. School library or media center; newspapers, magazines, both English and Spanish, the latter for exposure only; encyclopedias

2. Other departments in the school, e.g., social studies, art, music, English

3. Embassies and cultural offices of different countries; airlines and travel companies

4. Local public library for books in English, fiction and nonfiction, for background reading

5. For Latin and Greek related materials, write to American Classical League Service Bureau, Miami University, Oxford, Ohio, 45056. Example: "The Derivative Tree"

   See also County Curriculum Guide for Latin, and text: Latin and Greek in Current Use, Prentice-Hall. Consult Latin Department of local senior high schools for these items.

6. Local theatres showing Spanish films, viz., Teatro Ontario and Takoma

7. Field trips to: Pan American Union, Voice of America, Alamo Restaurant

BOOKS - BOOKLETS - PAMPHLETS

MAIN SOURCES OF INFORMATION:

1. General Language (English and Its Foreign Relations) Chapters 1, 2, 6, 10, 12, 14. Holt, Rinehart, Winston 1968. ONE COPY PER PUPIL

→ TEACHER'S Manual for above. Also note References provided in text and manual.

2. Berlitz, Latin American Spanish for Travelers. Crowell-Collier-Macmillan, 1972.

   Accompanying disc

   ONE COPY PER PUPIL

   Text-with-cassette available in book shops for those students who wish to purchase. PURCHASE NOT REQUIRED.

3. Berlitz, Spanish for Travelers (emphasis/Spain) One copy for the teacher. (Program emphasis is on Latin American Spanish)

4. Time-Life Series on Countries: several purchased for class; others in school library: Spain, West Indies, Mexico; Cooking of Spain and Portugal, Cooking of Latin America, Cooking of Caribbean Islands

OTHER SOURCES AND MATERIALS

1. AMSCO Level I Workbook in Spanish (for cultural information only) AMSCO School Publications, 315 Hudson St., New York, N. Y., 10013.

2. A Textbook of Modern Spanish, Ramsey. Reference grammar for the teacher. Holt, Rinehart, Winston, 383 Madison Ave., New York, N. Y., 10017. (SEE APPENDIX - Names and forms of address) This text is in all Spanish departments.

3. Catorce Personas Lindas, Educational Systems Corporation, 1750 K St., N. W., Washington, D. C., 20006. (in all schools) This text is in English. (about famous Chicanos)

4. Commonwealth of Puerto Rico Office: Department of Information, 1625 Massachusetts Ave., Washington, D. C., 20036. Free Publications available: 1) Facts about Puerto Rico; 2) The Commonwealth of Puerto Rico - will be available; 3) Living in Puerto Rico; 4) Puerto Rican Recipes

5. "Cubans in Miami," National Geographic, July, 1973.

6. Cultural Concepts for Spanish Students, Luis Leitora (mimeographed material - in all school Spanish Departments)

7. Embassy of Mexico (for free materials) 2829 16th St., N. W., Washington, D. C.

7a. Embassies of other Latin American Countries

8. Embassy of Spain (for free materials), 2700 15th St., N. W., Washington, D. C.

9. Estudio Cultural de Puerto Rico (in Spanish). For teacher use - for information. In all schools. Dissemination Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas, 78721.

10. Events in the History of Puerto Rico, Puerto Rican Research and Resources Center, 1519 Connecticut Ave., N. W., Washington, D. C. 20036. (in most junior high schools)

11. Fodor Travel Series: Spain, Europe, Mexico, Caribbean, South America. David McKay Company, New York, N. Y.

12. Let's Play Games in Spanish, Volumes 1 and 2. National Textbook Company, Skokie, Illinois, 60076.

13. Mexican Americans: A Teaching and Resource Unit. Prince George's County Public Schools. (Information for teachers)

14. National Geographic - different issues as they apply. See school library.

15. Organization of American States: Pamphlets on all Latin American countries. Catalog available from. Department of Publications, Wasnington, D. C., 20006. Salesroom: 19th and Constitution, Room 104.

16. Proceedings of the Conference on Culture, American Council on Teaching Foreign Languages, 1971. (in each school) ERIC Document #060697.

17. Puerto Rico Institute of Culture, Box 4184, San Juan, Puerto Rico. 00905 (cultural materials)

18. Puerto Rico and the Puerto Ricans: A Teaching and Resource Unit. Prince George's County Public Schools (information for teachers)

19. Puerto Rican Research and Resources Center, 1519 Connecticut Ave., N. W., Washington, D. C., 20036. Send for catalogue. (Also known as Universidad Boricua)

20. ¿Qué Tal? Spanish newspaper for beginners. Scholastic Magazines, 902 Sylvan Ave., Englewood Cliffs, New Jersey, 07632. (For pupil exposure. DO NOT require pupils to read it fluently.)

21. Spanish Guide for Upper Levels. Prince George's County (for teacher information). In all schools.

22. Teaching for Crosscultural Understanding. North Carolina State Department of Education, Raleigh, N. C. (professional book in all schools; for teachers and pupils)

23. The Puerto Ricans, Christopher Rand. Oxford University Press, 200 Madison Ave., New York, N. Y., 10016, 1958. (Teacher information only)

MAPS, TRAVEL POSTERS

Wall maps: Most are in the department, those which are not will be purchased for Exploratory Course.

Mexico, Caribbean Area, South America, Spain and Portugal	Spanish text
World - English text	
Europe	

Desk maps: Outline maps of the Spanish-speaking areas named above. May be purchased, or traced on ditto. Pupils fill in name places as part of geography or culture projects. Denoyer-Geppert, 5235 Ravenswood Drive, Chicago, Illinois, 60640.

POSTERS

Posters from Entender y Hablar (for vocabulary). Holt, Rinehart, Winston, 383 Madison Ave., New York, N. Y., 10017.

FILMSTRIPS

1. Berlitz Pathescope Series - Set No. 1. (in all junior high schools) Use frames only - supply English script or narrative since original is in Spanish.

2. Un Viaje por México - with script in English and Spanish. Use English commentary while showing. Accompanying tapes are in Spanish. (in all schools)

3. National Geographic Society filmstrips on Spain and other Hispanic countries.

4. Peoples of the Caribbean with accompanying disc in English and Spanish. Learning Arts, P. O. Box 917, Wichita, Kansas, 67201

5. Portrait of a Minority (Spanish Speaking Americans) Scott Education Division, 104 Lower Westfield Road, Holyoke, Massachusetts, 01040 (check with school media center for appropriate filmstrips)

6. Puerto Rico and the Puerto Ricans, accompanying disc in English and Spanish. Learning Arts, P. O. Box 917, Wichita, Kansas, 67201

→ NOTE: Consult school librarian for filmstrips pertaining to parts of the United States where Spanish is historically significant, viz., Southwest, Far West, Florida, Texas.

FILMS

1. On free loan from: embassies; airlines

2. From Commonwealth of Puerto Rico Information Office: Free loan: Puerto Rico - Island in the Sun; Not by Bread Alone

3. Audio Visual Materials Center - Prince George's County

*Teacher should pre-order films early in semester

Numerous films in English pertaining to Latin American countries are available. Example: Cortez and the Legend, shelf #2705

*SEE SCHOOL A-V COORDINATOR

Check: Foreign Language Listings, including those cross-references from Social Studies, Science, Art, etc. Two films with simple Spanish narration may be suitable: Tú, Animal Humano, Ferdinand the Bull

SONGS

1. Escuchar y Cantar - set of discs with teacher's manual, purchased for Exploratory Course. Holt, Rinehart, Winston.

2. Music of Spain. National Geographic Society

3. Christmas carols in Spanish - see Foreign Language Department

NOTE: For Career Education materials see Career Education article in this guide.

TRANSPARENCIES

Outline maps, vocabulary, etc: Milliken, St. Louis, Missouri - 63101

CONTENT

The Foreign Visitor or Immigrant

Component III of CONTENT

All pupils studying foreign languages, including those in an exploratory course, should be made increasingly aware of foreign visitors in our midst, and also of those who have come to our country to live.

As the phrases listed under language categories are taken up, the pupil should be reminded that knowing the foreign language phrase will be of value in helping the visitor who happens to speak that language.

Below are a few suggestions:

1. A practical approach to incorporating this component into the course is to have pupils prepare a "Bicentennial Booklet," or "A Foreign Visitors' Guide and Dictionary" in which they list pertinent foreign phrases and their English meanings.

2. If there is an ESOL class in the school (English to Speakers of Other Languages), or if there are foreign students, a buddy system might be instituted by which the students of the Exploratory Course help these students with communication problems around the school.

3. Interested pupils might write to the United States Chamber of Commerce as well as the Prince George's Chamber of Commerce for information about local historical or cultural sites popular with tourists. With the assistance of the teacher they might prepare a short brochure giving information.

4. Teachers might keep abreast of Bicentennial information available from local sources such as the library and newspapers.

NOTE: See recently established newspaper called The Sentry Post, available at 393-1976. Also, International Visitors' Service Council: 801 19th Street, N. W. 347-4554.

CONTENT

Career Development

Component IV of CONTENT

One of the goals of an exploratory course in foreign languages is to help pupils see the relevance of foreign languages in today's world, the relevance to their own language, and to their own lives. Within the career education concept, pupils in middle and junior high school are involved in the awareness and exploration stages of career development.

As they explore a given foreign language, it is appropriate that they also explore how this language fits into the world or work in our culture, with some interested pupils also exploring the world of work of the foreign culture.

It is suggested that for each language that is explored (French, Spanish, German), each pupil choose as a project one occupational cluster to relate to it. Examples: French in Fine Arts and Humanities; Spanish in Communications and Media; German in Manufacturing. (See clusters below) Some pupils may investigate the work of interpreters and translators of written documents, e.g., State Department, United Nations, Voice of America.

Some may investigate the work of a foreign language teacher, including teaching English as a foreign language. For the latter, the teacher of Exploratory Course should contact the ESOL program of the Prince George's County Public Schools for information.

An ESOL (English to Speakers of Other Languages) teacher may be invited to speak to the class about his/her work with foreign students. A Spanish-speaking student learning English may be invited to come. The teacher of the Exploratory Class might act as interpreter while the pupils ask about the student's native country and his/her new experiences in the United States.

Other persons who work with foreign languages might be invited to speak about their jobs: airline stewards or stewardesses; bilingual secretary; worker in export/import; World Bank; salespersons who serve foreign-speaking clientele, social workers, or those who do volunteer work or who have hobbies in which they use foreign languages.

Field trips may be taken to see people at work using a foreign language, such as to the Pan American Union; Voice of America; Organization of American States; World Bank; Spanish Radio Station WFAN in Washington; French Restaurant (Domino), College Park, Md.; Mexican Restaurant (Alamo), Riverdale, Md.

Occupational Clusters

The United States Office of Education has suggested that all occupations may be subsumed into fifteen occupational clusters. (See Career Education: What It Is and How To Do It, pages 31 and 32, listed in references below.)

To help the teacher guide students in the investigation of occupational clusters vis-à-vis foreign languages, the clusters are presented below, with a number of possible occupations to which foreign languages are directly or indirectly related. See Northeast Conference Reports, April 1974; page 129.

AGRI-BUSINESS AND NATURAL RESOURCES

Export/Import
Translator of Articles
Peace Corps
Geologist (Latin names)
etc.

BUSINESS AND OFFICE

Bilingual secretary/stenographer
Salesman (speaks to foreign clientele)
Lawyer (Latin terms; speaking to clientele)
Cataloguer
Hotel or Motel Employee
Branch Manager
etc.

HEALTH OCCUPATIONS

Hospital Aide (speaking with patients)
Interpreter (in hospital or for doctor)
Nurse (Latin terms; speaking with patients)
Medical Assistant
Doctor or Dentist
Medical Librarian
etc.

PUBLIC SERVICE

Foreign News Interpreter
Librarian
Lawyer or Legal Aide
Diplomat
Policeman
Immigration Officer
etc.

ENVIRONMENT

Technical Writer
Researcher
Interpreter-Translator
etc.

COMMUNICATIONS AND MEDIA

Actor/Actress
Telephone Operator
Writer
Journalist
Foreign Correspondent
Radio and TV Announcing
Magazine Writer
Editor
etc.

HOSPITALITY AND RECREATION

Travel Guide
Singer: Opera, Popular
Hotel Worker
Clerk
Playground Director
Park Service Supervisor
Cab Driver
etc.

MANUFACTURING

Buyer
Manager
Technical Writer
Industrial Designer
Secretary
etc.

MARKETING AND DISTRIBUTION

Buyer
Import/Export Buyer
Foreign Clerk
Advertising (translating ads into foreign languages)
Supermarket (foreign foods)
etc.

MARINE SERVICE

Marine Biologist
Radioman
Interpreter
Oceanographer
Researcher
etc.

PERSONAL SERVICE

Beautician
Usher
Barber
Postal Clerk
Receptionist
Travel Companion
Missionary
Minister, Priest, Rabbi
etc.

CONSTRUCTION

Architect
Engineer (overseas projects)
Planner
etc.

TRANSPORTATION

Guide
Steward/Stewardess
Ticket Agent
Travel Agent
Translator
etc.

CONSUMER AND HOMEMAKING

Chef
Dietician
Designer
Fashion Magazine Writer, Editor
Consumer Affairs
etc.

FINE ARTS AND HUMANITIES

Librarian
Artist
Actor/Actress
Museum Curator
Musician
Teacher
Composer
Author
Archeologist
etc.

NOTE: Pupils may explore one or more of the above named occupations and prepare "job descriptions," telling duties of job, and how foreign language could be used.

OTHER POSSIBLE ACTIVITIES

1. Pupils learn names of common occupations in the foreign language

2. Prepare bulletin board displays on careers - examine ads in newspapers for jobs requiring foreign languages. Post pictures from Paris-Match and other foreign magazines showing people engaged in work.

3. Investigate world of work in Mexico, Spain, France, Canada, West Germany.

4. Plan "Foreign Language Occupations Fair" with pupils taking regular foreign language program in the school.

SUGGESTED REFERENCES

1. Career Education: What It Is and How To Do It, Hoyt et al., Olympus Publishing Company, Salt Lake City, 1974.

2. Career Education in the Middle/Junior High School, Evans, Hoyt, Mangum. Same publisher as above, 1973.

*3. Career Education and Foreign Languages, Curriculum Guide, Prince George's County Public Schools; Upper Marlboro Md., 1974. In every secondary school, Prince George's County, as of 1974/75. Prepared by teachers Barbara Bigelow, Dorothy Coughlin, Barbara Forbes, with Foreword by Dora Kennedy, Supervisor of Foreign Languages.

4. The Many Languages of Career Education, Brochure, State Department of Education, Baltimore, Md., P.O. Box 8717. Prepared by Subcommittee of State Task Force on Career Education.

5. Career Education and Foreign Languages, a resource packet to accompany The Many Languages of Career Education. Maryland State Department of Education, 1974. Same as No. 4 above, sent to all teachers in the state, Fall, 1974.

6. Northeast Conference, 1974: Reports of the Working Committees. "Careers, Community, and Public Awareness." pages 109-143. Available from Northeast Conference, Box 623, Middlebury, Vt. 05753.

7. Wible Language Institute: Occupation Flashcards: French, German, Spanish. 24 South 8th Street, Allentown, Pennsylvania. 18105.

METHODOLOGY

(This course is taught in English except for the foreign language component.)

Basic texts: General Language

Berlitz French, German, Spanish for Travelers

See list of materials for each language.

The approach used in an exploratory course must differ from that of a Level I course in a number of ways. A pupil-centered approach with teacher-pupil planning is desirable in Level I; however, in an exploratory course it is de rigueur. There must be flexibility and tolerance of limited linguistic performance.

Planning

Within the type of administrative organization used in setting up the course (See Models I - IV, page 6 of this guide), each language explored should be treated as a separate entity, and should include the four components as outlined in this guide under CONTENT:

I. The Language

II. Culture/Travel

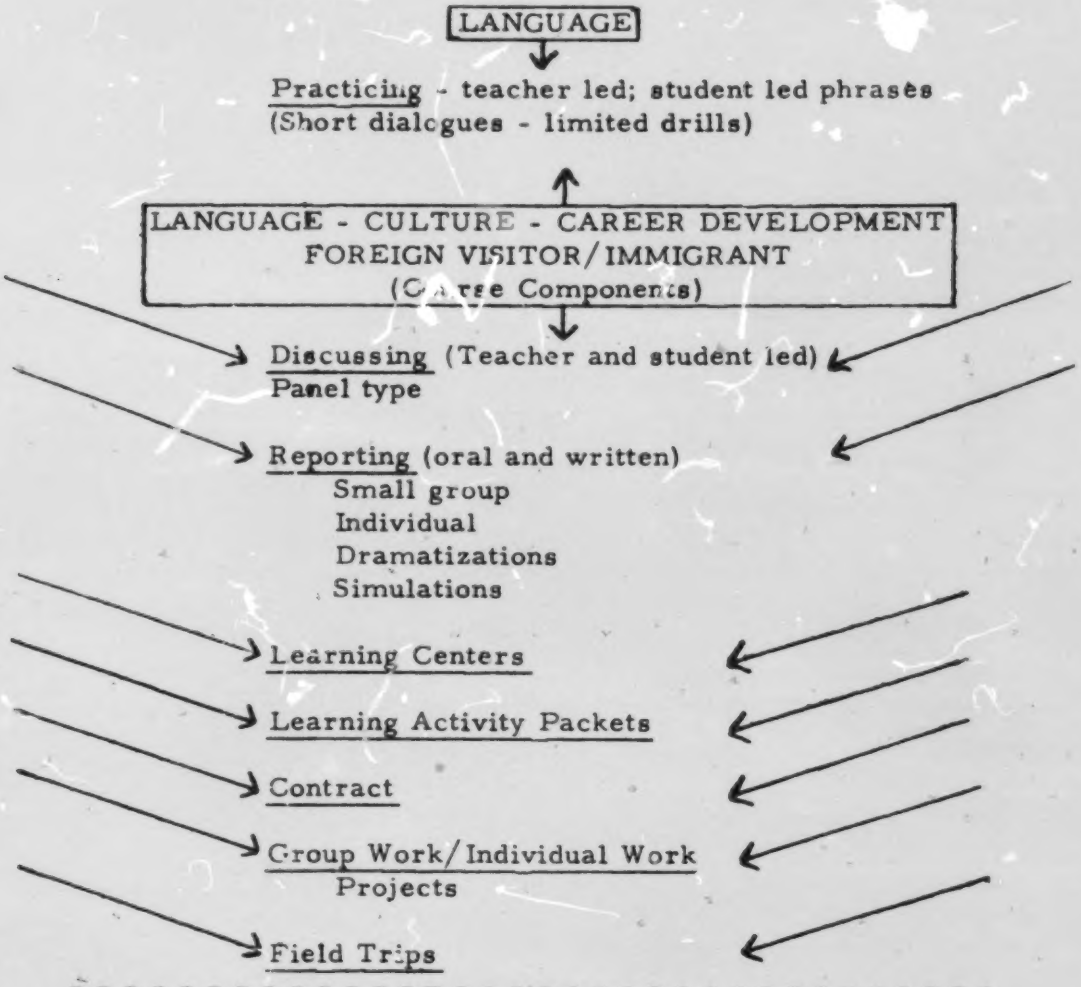
III. The Foreign Visitor and Immigrant

IV. Career Development

It is suggested that the teacher develop a pre-plan for each twelve-week period, semester, or year, as the MODEL requires. This pre-plan is modified as the teacher plans the on-going program with the pupils.

Foreign Language Exploratory - Schema for Each Language

(Broad Student-centered Units with Teacher/Pupil Planning)



CULMINATION - each language explored

EVALUATION - each language explored
- Teacher-Student
- Student-Course
- Student-Self
- Parent-Course

Review of outcomes vis-à-vis objectives

ELABORATION OF SCHEMA

1. Principle should be established that all are responsible for recalling certain designated portions of reports other than their own. The teacher should summarize for the class or "bring together" the main points of each report, pointing out important concepts or facts.

2. Students should receive a number of grades during each segment of the Exploratory Course.

3. An important part of Evaluation is student discussion of weak and strong points of the unit, or project, or task, as they carried it out. They might ask themselves: How well did we accomplish the tasks we set for ourselves? How well did we resolve the questions asked in the beginning?

4. Students and teacher should evaluate student reports in terms of effectiveness. Reporters should be required to use some visual supports, e.g., drawings, pictures, etc. They should not read the report, but may use notes.

5. Standard operating procedure for reporting should be evolved with the students. For example, it is better if the reporter prepares one or two questions for the audience to listen for. The questions are discussed after the report, with student leading discussion.

6. The teacher might have a separate learning center for each of the four components of the Exploratory Course. Here various worksheets, explanatory materials, pictures, etc., may be available.

7. Some type of culminating activity is called for as the exploration of each language is completed. This activity might be part of a PTA program, or school assembly. It might involve a cooking activity.

8. Evaluation: Teachers are exhorted to remember to include course evaluation by the pupils and their parents.

STRONGLY RECOMMENDED PRACTICES FOR TEACHING EXPLORATORY COURSE

General:

1. Explain nature of course at beginning, and what is required of the pupils.

   a. Have pupils keep a notebook for both linguistic and cultural material to be remembered.

   b. Require at least one cultural project for each language explored and one career education project.

2. Use Teacher's Manual accompanying General Language for suggested activities for chapters 1, 2, 6, 7, 10, 11, 12, 14.

3. All exploratory classes should begin the year with material provided in chapters 1 and 2 of General Language, as background. All classes should also at some point touch on chapters 12 and 14 (Latin and Greek).

4. Use General Language in class in teacher-directed lessons, as well as for pupil reference in project work. (USE THIS TEXT ONLY A FEW MINUTES DURING CLASS PERIOD.)

5. Evolve a format for each class period which includes:

   a. Work on phrases - Total group and small groups

   b. Work on projects according to pupil interest

   c. Reports, discussion

   d. Tests - on designated days

6. Use minipac and culture capsule technique as one way of providing for individual cultural study. A culture capsule may be described as an information packet or sheet contrasting the American and foreign aspect of one cultural phenomenon. (Example: Grocery shopping in U. S. and France; weddings in U. S. and Latin America. A minipac or learning activity packet (LAP) can be a set of worksheets with tasks for the student to do. It can include viewing

of A-V materials as part of the task, listening to a tape, etc., in addition to reading tasks. It should contain some type of self-correcting test. Also the teacher should have a test (not in packet) which student asks to take on completion of the pac. Not all the materials to be used need be in the packet. The student is told on the worksheets where certain materials are located.)

7. Use the unit approach with large and small interest groups.

8. Use the contract approach when appropriate. The unit, the minipac, and the contract approaches can be simultaneously employed. Reports and panel discussions can be a part of any approach.

9. Use simulation (role-play) in cultural/touristic situations. Encourage students to plan and introduce reports and other activities. "Touristic" situations refers to both the American in the foreign country or the foreign visitor in the U. S.

10. Try to obtain pen pals for interested students (youngsters in the foreign countries who are studying English). See page 78, upper level French guide for sources of pen pals.

11. Provide opportunities for the students to participate in the preparation of the representative dishes of the foreign countries. See article on Cooking Activities in this section.

12. Utilize the filmstrips in the language department in addition to those available in library. For those which are not accompanied by recorded narrations, provide commentary while showing them. The pilot teachers also tried using the foreign narration while the students had the English script before them. This was followed by a discussion of the content. This procedure may help the students "grasp the flavor" of the foreign language, without actually understanding most of the words.

13. Arrange field trips to local places of interest such as Pan American Union; French market; French plays given in English in local theatres; Mercado panamericano, Takoma Park; French, Spanish, Latin American, and German restaurants; Voice of America; National Gallery of Art; other places deemed appropriate.

CAUTIONS

Below is a list of "cautions" in implementing a foreign language exploratory course.

AVOID:

1. teaching formal grammar overtly.
2. requiring pupils to write from memory foreign language words, except names of persons or places which have been explicitly taught.
3. oral drilling, except for judicious use of repetition of phrases and short sentences within a social context.
4. lengthy tests of any kind.
5. lengthy reading assignments in text, General Language. (Use selectively in class with guided reading.)
6. requiring pupils to read foreign language material which was not specifically taught with reading objective in mind.
7. "lecturing" to the pupils on cultural or linguistic topics, except when absolutely necessary to impart important information. (Use the task approach in which pupils investigate topics of interest.)
8. spending most of class time on only one or two activities.
9. teaching phrases in Language Categories in isolation from either a linguistic or cultural context.

Suggestions for Teaching Words and Phrases

(Refer to discussion on objectives in first section of this guide.)

1. Decide whether the item will be taught for oral control, understanding when heard, reading recognition, or all three. (The objective can be modified according to individual abilities: if it is found that a pupil cannot orally control an item, the objective for that item should be changed for that pupil.)

2. For teaching oral control:

   a. Use conventional audio-lingual techniques judiciously and cautiously. Present item in various contexts rather than in successive repetition in the same context. Most repetition should be accompanied by some type of visual representation such as flashcards like the Holt or teacher-made flashcards; usually the printed phrase should be in view of the student. Also have students make their own self-helping devices which they can use with one another, e.g., student-made flashcards, cartoon type drawings, mounted photographs, or magazine cut-outs.

   b. Use forward or backward buildup if it appears to be successful. No long sentences should be attempted (more than four words.)

   c. Have students learn to recite alphabet of the language. Explain that they will learn to pronounce words by imitation of the teacher or a recording (sometimes).

   d. Students should copy phrase into their notebooks after it has been taught.

   e. Associate the words with English cognates when possible.

3. Do not require pronunciation of words or phrases being taught for listening comprehension or recognition only. Use many visuals and realia.

4. Point out to students any forms of punctuation different from English. Example: upside question mark and exclamation point in Spanish.

5. Have students organize the linguistic section of their notebook alphabetically and bilingually, i.e., English section and foreign language section. Each item to be remembered is entered in both sections.

NOTE: Not all phrases should be incorporated into dialogues. The intent is that they should not be taught in isolation, but related to some social or cultural situation.

Suggested Operating Procedures for Class Sessions

VARIETY IS THE KEY

PHASE I Oral practice of phrases designated for oral control (short segment)

Teacher-directed with some or all re-enter and re-enforce material

More able students who wish to learn more phrases might be working with a tape recorder or phonograph and jackbox

Small groups may be working on recognition material

Infusion of pre-Level I concepts; relationship to English, etc.

PHASE II Interest groups investigating cultural topics. (Have materials available in class; some could be in library or media center.

Class might go to library accompanied by teacher.

Career education project included here.

USE BOTH DESK AND WALL MAPS EXTENSIVELY

PHASE III Some type of cultural reporting, discussion (student-led at times), panels, role-play. (Establish procedures and standards with class for these activities.)

PHASE IV Assessment - quizzes, tests; evaluation discussions

Planning

Special occasions: speakers, field trips, cooking activities

Phases I and II - daily

Phase III - several times weekly

Phase IV - weekly; quizzes several times weekly

Some pupils, with the teacher, could prepare lists of materials or collect material to be used as sources, as part of their class projects. One example is investigating the fiction and nonfiction books in the school library which concern the culture of the country, or building a collection of newspaper and magazine articles, pictures, collections of recipes, making of maps.

Summary of Activities and Methods (Varied Pace)

Individual projects

Small group projects

Individual help

Small group instruction

Independent study (for some)

Role playing

Class discussion

Teacher directed lesson

Panel discussions

Individual and group reports

Guest speakers

Re-entry and reinforcement of linguistic material

COOKING ACTIVITIES

Actual preparation of foreign foods is one of the most popular activities in all foreign language classes. In an exploratory course, the "exploration" of "real foreign food" by tasting and eating can be construed as a legitimate activity.

The following recommendations are made with regard to this activity:

1. Desirable equipment for the class: electric skillet, small hot plate, rotisserie

2. THIS EQUIPMENT SHOULD BE HANDLED BY THE TEACHER ONLY AT THIS LEVEL OF INSTRUCTION.

3. Most dishes can be prepared at home by the pupils, brought to class, served to the class, with a report on how it was made and the ingredients.

A particular dish should be discussed in class first. The preparation of the dish can be assigned to one volunteer, or a group of volunteers who will prepare it as a group project.

Involving parents in the exploratory course in highly desirable. The cooking activities represent one avenue for involvement.

Sources of German Recipes:

Cooking of Germany

Cooking of Central and Eastern Europe

both of the above available at Brentano's Book Stores, or from company: Garland Books, 10 East 44th Street, New York, N. Y. - 10017.

The Cooking of Germany

The Cooking of Viennese Empire

both of the above are Time-Life Books. See school librarian

See following page for French and Spanish cookbooks.

EXAMPLES OF FOREIGN DISHES THAT MIGHT BE PREPARED BY THE PUPILS UNDER THE DIRECT SUPERVISION OF THE TEACHER OR ASSIGNED AS HOME PROJECTS

(These dishes could be used as home projects involving the assistance of the parents, if parents are interested in participating. Note: Please ascertain whether parent wishes to be involved before assigning a home project involving cooking.)

French:

Soupe à l'oignon
Cheese fondue or cheese soufflé
French Omelet
French Potato Salad
Salad with French dressing
Broiled mushrooms (Champignons Grillés)
Croq Monsieur (grilled cheese with ham)

Desserts
Mousse au chocolat
Compote de Fruits
Crêpes
Bûche de Noël

See Cooking of Provincial France - a Time/ Life Book

Spanish:

tortillas
tacos
tropical (fruit) salad
refried beans
Spanish omelet
guacamole
chili con carne
fried rice
enchiladas
arroz con pollo

Desserts
Mexican chocolate (beverage)
galletas
arroz con leche (rice pudding)
buñuelos (fritters, pancakes, do-nuts)

See Cooking of Spain/ Portugal
Cooking of Latin America
Cooking of Caribbean Islands
} Time/ Life Books

German: Bratwurst
German potato salad
cucumber salad
rye bread
potato pancakes
applesauce
red cabbage
Bockwurst
Sauerkraut
German apple pancakes with cinnamon and sugar

Desserts
Apfelstrudel
Frankfurter Bettelmann (apple pudding)
Streusselkuchen
Sacher Torte
Gingerbread house (A Christmas project involving parents)

PARALANGUAGE AND KINESICS

Definitions: Paralanguage*: All the mechanisms, symbols, etc., beyond words, used in a language. Examples: intonation, rhythm, segmental units which are not words, like uh, uh-huh, laughing, crying, snorting, whistling.

Kinesics: Those patterned bodily motions that may replace, accompany, reinforce or negate spoken language. ** Examples: facial expressions, shaking hands, applauding, clenching fist.

With regard to rhythm and intonation, pupils should experience listening to the "flow" of the target language, rising and falling, even though mastery of intonation patterns is not expected in this course.

In the Exploratory Course some contrasts in gesturing between American culture and the target culture should be pointed out. With the aid of artistically talented students the teacher might prepare several transparencies showing some typical American gestures, and some of those used in the target cultures.

Examples: Contrasts in greetings:

English and Americans shaking hands
Frenchmen kissing each other on the cheek
Latin American men embracing

NOTE: As further contrast one might include Samoans sniffing each other; Laplanders rubbing noses; French person rubbing hand against cheek to indicate boredom; American gesture of thumbs down. Origin of the latter may be of interest to pupils. Have them investigate the ancient Roman gladiatorial contests in the arena, and what it meant when the Emperor turned thumbs down.

*See Teaching for Cross-Cultural Understanding, State Department of Public Instruction, Raleigh, North Carolina, p. 72.

**See "Kinesics and the Classroom," The French Review, February, 1963, page 374; and Student Motivation and the Foreign Language Teacher, pages 139 and 140.

TESTING - WORDS AND PHRASES

SEE SAMPLE TESTS IN APPENDIX C

Basic Operating Principles:

1. Test foreign words and phrases according to objective designated for the items when taught. e. g., oral control. listening recognition, reading recognition, oral reading.

2. Do not require pupils to write from memory any item in the foreign language except names of persons and places.

3. Frequent quizzes are more desirable than lengthy tests. No written test should last more than fifteen or twenty minutes.

4. Go over all tests immediately after pupils have handed in their papers, in order that they might have feedback as soon as possible. Oral tests also require feedback.

5. Seek innovative ways to create and administer tests. Use realia, visuals, when appropriate; use "team competitions" resembling spelling bee, or other games.

6. Pupils should be told of level of performance expected for passing a given test.

7. Pupils should be permitted to re-take tests they have not passed, after an interval of further study.

8. Since some differentiation of instruction is expected, there should be some differentiated testing. For example, the same matching test could be given to one group as a reading/recognition test; to another group as a listening comprehension test, by having the teacher call out the foreign language items and pupils choose correct meaning from the English items before them; individuals may be called upon to read the items orally as they choose correct English response; teacher gives the English, the pupil produces the foreign language responses from memory.

* Examine test samples in all three languages in Appendix C, since they are not all the same for each language.

Speaking Tests: The following procedure is suggested:

- Have short oral quizzes during week on words and phrases being taught. Students are called upon quickly to give the foreign expression for the English given. Flashcards can be used;

- or, while teacher is testing individuals, others are working on their own or in small groups on cultural or linguistic matters.

NOTE: Pronunciation should not be held to Level I standard, but to a criterion of comprehensibility.

Listening Comprehension Tests:

In teaching phrases and words for listening comprehension, it is desirable, in this course, to have the printed form before the student in the beginning. If the aim is listening comprehension (versus reading recognition), then the printed form is removed at some stage of the learning.

Hence, listening comprehension tests should be of the following types:

- Students hear an item and they are to encircle the meaning among a group of meanings given.

- Students hear an item and they copy the correct form from a list on the board or paper.

- Students hear an item and they are to write the English meaning.

- A game-type quiz might be the following: The teacher (or student leader) gives a certain word or phrase, e.g., el agua. Student called upon must perform some action to show he understands such as throwing head back as if drinking.

→ Teacher should encourage students to create games of various kinds to help class members learn the phrases.

Reading Recognition Tests:

Multiple choice or matching tests are useful in testing reading recognition of signs, street directions (left, right, etc.), schedules, etc. Again, have students devise games to quiz one another, including social or touristic situations. Students might take turns copying phrases on overhead projector and calling on individuals to give meanings.

Culture

Tests should evolve from the content of the cultural units and projects in which the class engages. Only material agreed upon for retention should be used in tests.

Tests can be multiple choice, matching, essay, completion, true-false.

NOTE: In the affective domain, teacher might prepare an attitudinal survey concerning language and culture which the students fill out at the beginning of the semester; at the end of the semester the survey forms are returned to the students, asking them, if they wish, to make any changes in their replies as a result of the course.

GRADING

The same standards that apply in other middle/junior high school courses in a particular school should apply in the Foreign Language Exploratory Course.

With regard to the linguistic phase, the teacher must keep in mind the parameters of this type of course. In the sociocultural phase, standards adhered to in core or social studies classes should apply. The report card grade is to be a composite of the linguistic and sociocultural. A grade of A does not imply excellence in speaking the foreign language, but rather, that the pupil has met all the objectives of the course as they are presented in this guide under Objectives.

HOW TO STUDY A FOREIGN LANGUAGE

As the phases of the Language Components are discussed, viz., linguistic concepts and relationship to English, the main aspects of studying a foreign language should be infused:

Why is it necessary to memorize words and phrases?

Why is it important to pay attention to word endings?

Why is it important to pay attention to prefixes and roots?

Why is oral practice necessary? How does learning a new language compare with learning to play a musical instrument?

Does a language have melody and rhythm?

Although we do not expect you to put the language together in this course, do you see how this language differs from English in the way that it is put together?

The teacher may add to this list. As part of a culminating activity for each language explored, pupils and teacher should engage in a discussion summarizing what they have observed as the major contrasts between English and the target language in addition to the distinctive characteristics they have noticed about English and the foreign language explored. Pupils should record these observations in their notebooks.

CAUTION: Teacher should avoid lecturing. Observations should be recorded as much as possible in the pupils' own words.

CONTENTS OF APPENDICES

APPENDIX A: Sample letters to parents
Sample forms for pupil evaluation
Map of Maryland showing foreign place names
English pronunciation contrasts
Help from Latin
Borrowed Words

APPENDIX B: Samples of Information and Culture Capsules
French
German
Spanish

APPENDIX C: Sample Tests
French
German
Spanish

APPENDIX D: Letter from Holt, Rinehart, Winston granting permission to reproduce General Language and Teacher's Manual

FOREIGN LANGUAGE EXPLORATORY

APPENDIX A

Sample letter to parents sent at beginning of exploratory course.

September ___, 19___

Dear Parents:

¡Bienvenido! Welcome to you as parents of students enrolled in the Spanish Exploratory Course. This semester your son or daughter has chosen to explore the Spanish-speaking world with its people, its languages, and its customs. We remind you that he or she will be exposed to this material without the expectation of mastering the language system. However, he or she will come to recognize immediately certain familiar Spanish terms from seeing, hearing, discussing, and learning them, and also to speak in a limited manner, using a good many specific expressions.

We ask each student to keep a notebook, to use pen, and to learn faithfully material assigned. We shall be taking field trips and shall be visited by a number of informed guest speakers. In all, we shall try to prepare your son or daughter to be a guest of the Spanish culture with appreciation and enjoyment.

Sincerely yours,

(Teacher's Signature)

Approved: (Principal's signature)

A letter for French or German would be of a similar format and content.

FOREIGN LANGUAGE EXPLORATORY

Sample letter to parents sent during course when class shifts to exploration of an additional foreign language.

Dear Parents:

Your child has reached the halfway point in his Exploratory Language Course, and today has changed from Spanish to French or French to Spanish. We hope he will enjoy this next semester as much as the one completed. The methods and objectives will be the same.

We would like to know how you feel about the Exploratory Language Program so far and if you feel that it has helped your child in introducing foreign languages to him. Would you be so kind as to return this letter with comments so that we may better plan our program. We would appreciate your prompt response. Thank you.

Very truly yours,

Spanish Exploratory
French Exploratory
German Exploratory

NOTE: All letters to parents should be sent with the approval of the principal.

FOREIGN LANGUAGE EXPLORATORY

SAMPLE: STUDENT EVALUATION (Ongoing)

(Name of student optional according to student's wishes)

1. What have you enjoyed most about this class so far?

2. What have you enjoyed least so far?

3. Do you enjoy working on projects? Why, or why not?

4. What is your opinion of the filmstrips?

5. What is your opinion of the films?

6. How can we improve the class?

7. Write a short paragraph on what you would like to learn that we have not had.

8. Do you think the time we spend on learning to understand and to say the foreign (French, Spanish, German) words and sentences is: too much _____; too little _____; just about right _____.

FOREIGN LANGUAGE EXPLORATORY

STUDENT EVALUATION SAMPLE

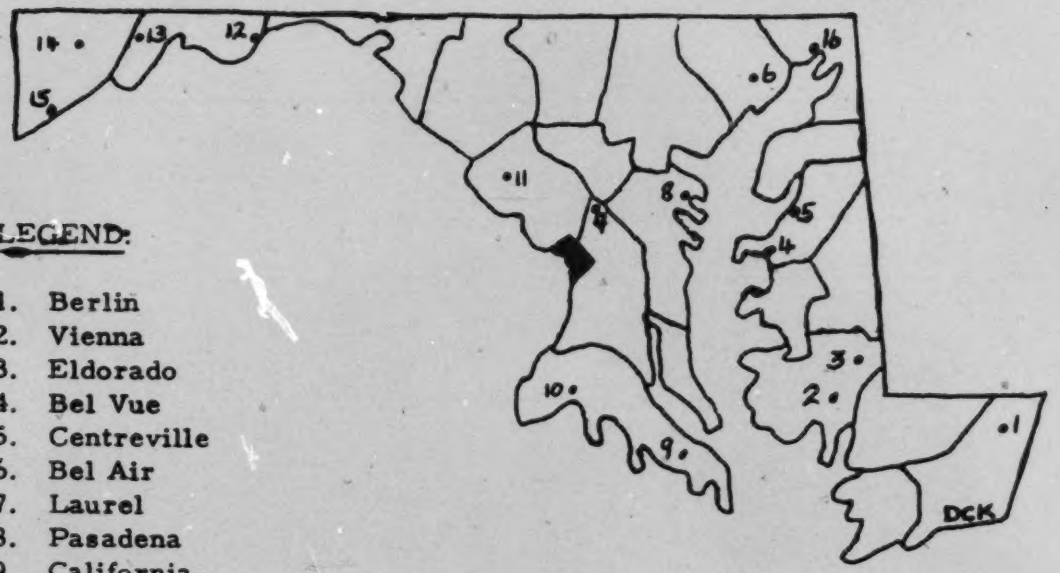
(End of course)

(Name of student optional according to individual pupil's wishes)

1. What did you like best in the exploratory course?
2. What have you disliked so far?
3. What would you want to do that you didn't do?
4. Would you like your friends to take this course?
5. What did you do that you didn't like?
6. Would you like to learn more phrases in the language?
7. Do you think your class time was well spent?
8. Did you enjoy the projects that you completed last semester?
9. Did you have enough filmstrips? Not enough_____ Too much_____
10. Did you enjoy having a guest speaker?
11. Do you plan to take a foreign language next year?

    If yes, check which one: French ____ Spanish ____ German____
12. Is there anything you would like to say?

    ADDITIONAL COMMENTS:



LEGEND:

1. Berlin
2. Vienna
3. Eldorado
4. Bel Vue
5. Centreville
6. Bel Air
7. Laurel
8. Pasadena
9. California
10. La Plata
11. Germantown
12. Little Orleans
13. La Vale
14. New Germany
15. Kitzmiller
16. Havre de Grace

SPANISH, FRENCH, GERMAN, AND LATIN TOWNS IN MARYLAND

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FOREIGN LANGUAGE EXPLORATORY: English Pronunciation Contrasts

O-U-G-H

I'm taught "p-l-o-u-g-h" shall be pronounced "plow"
"That's easy when you know," I say.
My English I'll get through. (pronounce "thrau")

My teacher says that in that case o-u-g-h is "oo".
And then I laugh and say to him
"This English makes me cough." (pronounce "coo")

He says, "Not coo, but in that word o-u-g-h is 'off'."
Oh help me please! Such varied sounds
Of words make me hiccough. (pronounce "hiccoff")

He says, "Again my friend is wrong; o-u-g-h is 'up'.
In hiccough." Then I cry, "No more!
You make my throat feel rough." (pronounce "rup")

"No, no," he cries. "You are not right, o-u-g-h is 'uff'."
I say, "I try to speak your words,
I can't pronounce them though." (pronounce "thuff")

"In time you'll learn, but now you're wrong; o-u-g-h is 'owe'."
"I'll try no more, I shall go mad,
I'll drown me in the lough." (pronounce "low")

"But before you drown yourself," said he, "o-u-g-h is 'ock."
He taught no more! I held him fast
And killed him with a rough. (pronounce "rock")

Teacher should read this aloud to the pupils. They should have a copy before them without the material in parentheses which refers to the pronunciation.

FOREIGN LANGUAGE EXPLORATORY

HELP FROM LATIN

More than 2000 years ago the Greeks created one of the great civilizations of all time. Later they were conquered by the Romans. For hundreds of years the Roman children were taught by Greek teachers. As you may guess, many Greek words were taken over by the Romans and made a part of their language. The language of the Romans is called Latin.

Our English language acquired many Greek-Latin words in its early days, and we use thousands of these words today. In fact, most of the prefixes and suffixes that we use today come from ancient Latin and Greek.

I. Prefixes

A. Using the prefix meanings given below, match the meanings under A with the words under B. Write the word that fits each meaning.

Prefixes

e-	out	in-	in or not
de-	down	sub-	under
re-	back or again	pro-	ahead or in place of
ex-	out	ad-	at, to, or towards

A	B
1. to put or throw into	a. project
2. a plan thrown ahead or designed for the future	b. deject
3. to throw back	c. subject
4. throw or cast down	d. reject
5. throw or place under	e. eject
6. throw out	f. inject

B. Two meanings for each underlined word are given below each sentence. Using the prefix meanings in A above, decide which is right. Write a or b.

1. The capsule in which the astronaut is seated can be ejected from the rocket.

   a. separated or thrown out
   b. turned around

2. Our request for a holiday was rejected.

   a. well received
   b. denied or thrown back

3. The prisoners were subjected to hours of torture.

   a. released from
   b. placed under

II. Roots

A. The Latin root mit- means "send". It also appears as miss-. Using your knowledge of prefixes, decide which meaning is right for the underlined word. Write a or b.

1. The package began to emit strange noises.

   a. send out
   b. receive

2. You can remit what you owe us next month.

   a. forget
   b. send back

3. The bus passengers submitted to crowded rides.

   a. underwent
   b. enjoyed

4. Jane's father was a church missionary in Africa.

   a. someone sent out by a church
   b. someone who joined a church

Here are four more Latin roots that you will find in many English words.

port: carry as in import and export

tract: draw or pull as in retract or subtract

vis(vid): look or see as in vision

volv: roll as in revolve

B. Can you find the Latin root in common English words? Find the root in each of the following words. Write the root and its meaning.

1. revision
2. deportation
3. extraction
4. importer
5. contractor
6. reporter
7. envision
8. revolver
9. devolve
10. subtraction

III. Using what you know about word parts, choose the right meaning for the underlined word from those given below each sentence. Write a or b.

1. The ship was invisible in the darkness and fog.

   a. not present
   b. not capable of being seen

2. From their discussion, the men evolved a plan of escape.

   a. abandoned
   b. created

3. Water expands when it gets cold enough, but many other substances contract in the cold.

   a. fall apart
   b. draw together

4. The man in charge of the many skilled workmen engaged in putting up a new building is the contractor.

   a. one who draws together the work of others
   b. a man who plans a building

5. The apostrophe must be used in writing a contraction.

   a. an abbreviation
   b. the joining of two words into one

FOREIGN LANGUAGE EXPLORATORY

English Words Borrowed From French	French Words Borrowed from English
RSVP	le rock
chaise longue	le jazz
chauffeur	le blue jean
debutante	le knockout
madame	le campus
entree	le gangster
cafe	le parking

English Words Borrowed From Spanish	Spanish Words Borrowed From English
corral	clip (paper clip)
rodeo	hot dog
mesa	closet
siesta	bus
Fritos	blujins (spelled thus)
chili con carne	shorts

English Words Borrowed From German	German Words Borrowed From English
frankfurter	teenager
sauerkraut	set (a set of things)
dachshund	test
delicatessen	computer
flak	meeting
blitzkrieg	intercity
kindergarten	twin set
Volkswagen	rock (music)
	band (music)
	"in" (used as in U.S. the "in" thing)

Taken in part from ERIC Focus Report #30, page 4.

APPENDIX B

LINGUISTIC INFORMATION

FRENCH EXPLORATORY

SAMPLE:*

Concept: One language cannot be decoded from another. Words do not equal other words.

By the proper use of visual aids, the teacher can convey this concept in a clear and precise manner. The visuals should show the French view of an object -- not the American view. For example, such words as the following would convey different pictures to an American and to a Frenchman:

policeman	l'agent
breakfast	le petit déjeuner
house	la maison
bread	le pain
grocery store	l'épicerie
park	le parc

Concept: Sounds are put together in characteristic designs; these designs can be composed of a great variety of fillers.

Using the idea of the frame and "slot filler" strips, the teacher can contrast English and French word order and patterns of agreement. As shown in the following charts, words which perform the same function in a sentence -- that is, which are in the same word class -- are printed on paper strips of one color. The same color codings should be used for English patterns as for French.

"Slot Filler" Paper Strips

Set A	Green	Orange	Tan	Blue	Yellow
	le	livre	blanc	est	à droite
	un	crayon	neuf		en haut
	mon	gâteau	délicieux		chez moi
	ton	garçon	électrique		là bas
	ce	train	intelligent		sur la table
		bonbon	vert		dans la boîte
		jouet	brun		ici

* ERIC FOCUS Report No. 30. Expanding FLES Horizons by Virginia Allen. MLA Publications Center, New York, 10011.

Substitute the following strips in the same frame:

Set B	Green	Orange	Tan
	la	balle	blanche
	une	fille	neuve
	ma	voiture	délicieuse
	ta	poupée	électrique
	cette	sucette	intelligente
		bicyclette	verte
		dame	brune

Add to the same frame a brown strip which will give an adjective that precedes the noun:

Set C	Brown	Brown
	petit	petite
	grand	grande
	joli	jolie
	beau	belle
	vieux	vieille

FRENCH EXPLORATORY

SAMPLES (from ERIC FOCUS Report No. 30)

Animal	Sound as perceived by French child
duck	coin-coin
frog	coa coa
rooster	cocorico
bird	tuite tuite*
donkey	hi han
dog	ouah ouah
cow	meuh meuh

*Spanish-speaking children perceive the bird sound as "piú-piú".

- -

French version of "Eeeney Meeney:"

Am stram gram
Pic et pic et colegram
Bour et bour et ratatam
Am stram gram
Pic!

Childhood rhymes (comptines) used by French children while jumping rope. (Teacher might read aloud to the class going through motions. Have pupils listen to the flow of the language.)

Marie Madeleine
Va à la fontaine
Se lave les mains
Les essuie bien
Monte à sa chambre
Joue à la balle;
Un peu trop haut
Casse un carreau
Un peu trop bas
Tue son petit chat
Sa mère lui dit
Comme pénitence
Tu me feras
Trois tours de danse.
En voici un
En voici deux
En voici trois.

Bonbons, biscuits, Madame entrez!
Bonbons, biscuits, Madame achetez!
Bonbons, biscuits, Madame payez!
Bonbons, biscuits, Madame sortez!

Use poem below for choral reading with the class as a "fun" acitvity. (Reproduce on ditto)

Isn't it strange
That in Paris
You are Vous
And Moi is Me
And No and Yes
Are Non and Oui!

Isn't it odd
That in Bordeaux
Bread is Pain
And Water Eau
And Good and Fair
Are Bon and Beau!

Isn't it queer
That in Calais
French isn't French
And is Français
What sort of French
Can that be, pray?

--Eleanor Farjeon

FRENCH EXPLORATORY

SAINT PIERRE, MIQUELON, ET LANGLADE

("Accent on ACTFL"- April 1974)

Information for the Teacher

Students of French colonial history may sometimes forget that the defeat of Montcalm by the English General Wolfe did not completely end French control in North America. Francophiles with a penchant for traveling to out-of-the-way places may be interested in visiting the one remaining overseas territory of France in North America, the little-known French island-group located ten miles from the nearest shoreline of Newfoundland: Saint Pierre, Miquelon and Langlade.

In Saint Pierre, the administrative and commercial center of the island-group, one is greeted in Parisian French by a gendarme who looks as if he had just been walking down Boulevard St. Mich in Paris, 2100 miles away. While wandering around the narrow streets of the small town, one finds boulangeries, patisseries, confiseries, épiceries and librairies just as in Paris. Those who do venture to this island-chain, in lieu of a trip to the continent, are treated to the enticement of duty-free Parisian luxuries, displayed attractively in the rez-de-chaussées of homes bordering the specialty shops.

These islands were once part of the vast French empire of the New World which stretched across most of present-day Canada. Even though France lost these possessions to Great Britain during the Seven Years War (also known in American history as the French and Indian Wars) after the Treaty of Paris of 1763, they were returned as a kind of diplomatic consolation prize.

The islands are administered by a Paris-dispatched Governor, the local representative of the President of France, and by municipal counselors who elect their mayor, exactly as in the French communes.* The territory is represented in the French National Assembly and the Senate by one deputy each. A detachment of French national police, Gendarmerie Nationale, comes over for a period of two years to maintain discipline and control the borders. (An American citizen may visit Saint Pierre and Miquelon without a passport by paying an entrance fee of ten francs, $2.50.)

*A political subdivision in France

A visit to the small museum offers rewards to those interested in navigation, for many models of the first schooners and dories in that area are displayed. Saint Pierre has the distinction of being the true graveyard of the Atlantic. (Over 600 vessels have been lost since 1816.) Anyone interested in ancient documents, weapons, and old coins will find exhibits. There are 70 mounted specimens of birds on display. Philatelists will be especially interested in the arrangement of colorful and historically significant stamps issued by Saint Pierre and Miquelon.

The Labrador current deters swimming in the ocean; therefore, the islanders swim in the pond which is used in the winter for ice skating. The average temperature of the islands during summer months is about 60 degrees Fahrenheit. The Basque jai-alai, known as Zazpiak-Bat, is a favorite pastime of the islanders; the large tennis wall bearing this name, located in front of the College Saint-Christophe, reminds the visitor that a third of the inhabitants are of Basque origin. Festivals which highlight the summer are Bastille Day, July 14, and Jacques Cartier Day, the sea festival held on the first Sunday in August.

Saint Pierre is connected by telegraph cable and telephone with Europe and America. There is a broadcasting system of 56 hours weekly of television. A radio station broadcasts in Spanish to Spanish fishermen.

How does one reach these islands? Perhaps the easiest way is to drive to Sydney, Nova Scotia, and then take the daily one-hour flight of Air Saint-Pierre of Eastern Provincial Airways to Saint Pierre. Air Canada also operates daily direct flights from New York and Boston to Sydney. Another possibility is to go by ship, operated by the French government, from Halifax or Sydney, Nova Scotia to Saint Pierre.

Also one can take a passenger freighter (12 passengers) on Wednesdays only from North Sydney, Nova Scotia. Anyone wishing to drive closer to the islands may take a Canadian National Ferry from North Sydney, to Argentia, Newfoundland, driving to Fortune and then taking a local ferry to Saint Pierre. One may take a driving short-cut by taking the Blue-Nose ferry from Bar Harbor, Maine to Yarmouth, Nova Scotia.

The big reward of this journey into a cornor of France in North America is, of course, that Francophiles can hear Parisian French right on this continent.

FRENCH EXPLORATORY: CULTURE CAPSULE

1. An American student is dining with a French family. She is a friend of the daughter of this family. As the dinner progresses, the American girl notices that the family members watch her with curiosity during the pauses when she is not eating but merely sitting politely with her hands in her lap. Naturally the American is ill at ease, but she cannot understand why she is attracting such attention.

2. The French are watching her because:

   a. The family does not approve of their daughter having invited an American friend to dine at home.

   b. The family is trying to show interest in her, but it is not polite to watch her while she is eating.

   c. They are waiting for her to initiate some topic of conversation.

   d. Putting your hands in your lap is poor manners.

3. a. You chose A. While it is true that the French do not open their homes as readily to foreigners, the invitation would not have been extended if it was against the wishes of the family.

   b. You chose B. This is not a likely reaction or reasoning for the family's curious attention. You should make another choice.

   c. You chose C. This reason is not a likely one. The French would more likely play the role of host and carry the conversation.

   d. You chose D. Your choice is the correct one. Among the French, it is considered poor manners to put one or both hands in your lap at any time during a meal. The French believe that you are attempting some sly or sneaky thing if your hand is in your lap. Therefore, they always keep both hands on the table throughout the meal, resting the arms just below the wrists.

(From Proceedings of the ACTFL Pre-Conference Workshop on Teaching Culture, November, 1971, page 63.)

GERMAN EXPLORATORY

SAMPLE CONTENT: RECOGNITION QUESTIONS TO BE ANSWERED IN ENGLISH

Wir machen eine Reise (trip) nach Deutschland ?

⟹ Wir suchen Information über Westdeutschland.

Wo finden wir Information ?

In der Klasse
In Büchern, in Magazine
Wir sehen Filme
Wir studieren in der Bibliothek.

Wir machen kleine Gruppen und lernen zusammen ...

⟹ Welche Gruppe wollen Sie?
Oder studieren Sie besser allein?

Eine Gruppe gibt Information über ⟹

Reise vorbereitungen (travel preparations - German words are long!

Das Klima

Der Pass

Das Visum

Was kostet das?

Flugzeug

Frachter

Dampfer?

Transportation in Deutschland?

Züge Restaurants

Hotels Gasthäuser

Jugendherbergen

Das Geld - Dollar - Deutsche Mark

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GERMAN EXPLORATORY

SAMPLE CONTENT: READING RECOGNITION ONLY

WOHIN REISEN WIR? (travel)

Oder haben Sie eine andere Idee?

GERMAN EXPLORATORY: Fun With German and English

HEINRICH SCHNIBBLE'S WORDENBOOKE

Carnival Pitchman: Rantenspielenshouter.
Carnival Midway: Rantenspielenshouterhookencrookenstrasse.
Carnival Crowd: Rantenspielenshouterhookencrookenstrassedummkopfs.
Gambling Game: Rantenspielenshouterhookencrookenstrassedummkopfergetookenscheme.
Sheriff: Rantenspielenshouterhookencrookenstrassedummkopfergetookenschemestoppenhalter.

Cat: Spittenscratcher.
Tomcat: Spittenscratchenyowlenprowler.
Neighbor: Spittenscratchenyowlenprowlerhatenbootengeflingenoathencurser.

Summer: Hottischerheatenseason.
Vacation: Hottischerheatenseasonoffengetooten.
Vacationers: Hottischerheatenseasonoffengetootenfolkers.
Foreign Tour: Hottischerheatenseasonoffengetootenfolkersteepischercostentrip.
Travel Agent: Hottischerheatenseasonoffengetootenfolkersteepischercostentripgeplottenschemer.

Beach: Saltischerwasserplatz.
Beach Visitors: Saltischerwasserplatzerburnenpeelers.
Beach Cottage: Saltischerwasserplatzerburnenpeelersleepenhaus.
Beach Cottage Shower: Saltischerwasserplatzerburnenpeelersleepenhausendribblentrickler.
Life Guard: Saltischerwasserplatzerburnenpeelerfräuleingethrillenpuffenstrutter.

Anonymous

NOTE: These words are based on the German way of adding one word to another. There is a mixture of both German and English in each definition. Once the first definition is mastered, the others simply add to that one.

GERMAN EXPLORATORY: CULTURE CAPSULES

Short culture capsules such as the following can be prepared by the teacher and acted out by the students. Suggested topics for other short skits could be: "A Visit to a German Home by Invitation" and "Das Bruderschafttrink (The friendship drink before using the familiar form with one another)".

Bill, an American, is in Austria and sees his German acquaintance Hans with a fishing rod. The expression "Petri Heil!" means "Good fishing!" Petri (or Peter), an apostle of Jesus, was a fisherman. The correct reply is "Petri Dank!" The Sie form is used in the following dialogues as the most likely form to be used by travellers.

Bill: Wohin gehen Sie mit der Angelrute?

Hans: Ich gehe fischen. Kommen Sie mit?

Bill: Leider nicht. Ich muss zu Hause arbeiten. Petri Heil!

Hans: Petri Dank!

Ralph, an American, is in Germany and sees his German acquaintance Dieter with a rifle. The expression "Weidmanns Heil!" means "Good hunting!" Weidmann is a word for huntsman. The correct reply is "Weidmanns Dank!"

Ralph: Wohin gehen Sie mit dem Schiessgewehr?

Dieter: Ich gehe auf die Jagd. Kommen Sie mit?

Ralph: Lieder nicht. Ich muss zu Hause bleiben. Weidmanns Heil!

Dieter: Weidmanns Dank!

GERMAN EXPLORATORY: CULTURE CAPSULE

Eating the Evening Meal in a German Home

I. Goal: Students learn to use language and action associated with German eating habits.

II. Objective: Students will actually participate in an evening meal consisting of the usual food and drinks.

III. Procedure: Set the stage in the classroom to simulate a German home. Invite a German parent or parents to the class to assist. Set the table with the napkin and fork at the left side of the plate, the spoon at the top of the plate with the handle facing to the right, and the knife to the right of the plate. The sliced cold cuts and cheese are on a large platter. Coffee or tea is served from a china pot placed on the table. Milk is in the glass.

Food: Schwarzbrot, Käse, kalte Wurst (Aufschnitt), Tee, Kaffee or Milch, Butter

Utensils: Löffel, Gabel Messer, Glas, Teller, Tasse and Untertasse, Serviette

Action: Eating bread with cold cuts and/or cheese on top with knife and fork (knife in right hand and fork in left hand without changing while eating).

Expressions and courtesies: Guten Appetit! Gleichfalls! Mahlzeit! Wish others at the table "Guten Appetit" before starting to eat. You may reply "Gleichfalls" or "Guten Appetit". You say "Danke" to mean "No, thank you" and "Bitte" to mean "Yes, thank you". When you have had enough to eat you say "Ich bin satt". Both hands are kept above the table at all times.

IV. Socio-Cultural Difference: Germans eat a light breakfast usually consisting of coffee, hard rolls or dark bread, marmelade and sometimes a soft-boiled egg in an egg cup or cold cuts. A large hot meal is served at noon. A light evening meal consisting of cold cuts is served around 7 P.M. Germans feel a heavy evening meal would be injurious to the health. A midmorning snack and mid-afternoon snack "Kaffeeklatsch" takes care of the physical needs. German "Gemütlichkeit" requires a more comfortable and slower pace in eating habits. Young Americans may be discontented with the light evening meal and the slower pace in eating habits.

V. Classroom Activities: Use pictures of table settings, food and drink. Use available filmstrips of family eating. Use games to learn food and drink vocabulary.

Skit - "Abenbrot"

Frau Schmidt places the food on the table and announces "Mahlzeit! Das Essen ist fertig."

Herr Schmidt, his daughter Gertrude and Paul, an American high school student, come to the table and sit down.

Paul: Guten Appetit!

Gertrude: Gleichfalls!

Herr and Frau Schmidt: Guten Appetit!

Frau Schmidt: (passes the platter of cold cuts to Paul) Bitte, nehmen Sie noch etwas!

Paul: Bitte.

Gertrude: (hands the bread platter to Paul) Möchten Sie Brot?

Paul: Bitte.

Paul keeps both hands above the table at all times. He butters a slice of bread and places the sliced cold cut on it. He cuts the "belegtes Brot" keeping the knife in his right hand and the fork in his left hand. Paul eats the "belegtes Brot" with the fork in his left hand.

Herr Schmidt: (passes the bread and the cold cut platter to Paul) Möchten noch mehr?

Paul: Bitte.

Gertrude: Wie schmeckt es?

Paul: Es schmeckt sehr gut.

Frau Schmidt: Möchten Sie noch mehr?

Paul: Danke. Ich bin satt.

GERMAN EXPLORATORY: CULTURE CAPSULE

I. General Goal

That the student learn to use the common signs of greeting with people of his/her own age and sex, with the opposite sex, and with an adult in ordinary street encounters.

II. Activities

A. Slide viewing (Drawings or transparencies may be used.)
B. Observation of mini-dramas
C. Role playing

III. Procedure: Dialogue I

A. View first slide (street scene - two boys greeting each other with a handshake).

B. Two boys or girls from class are called upon to imitate the slide. Teacher gives points about handshake, i.e., firm grip, one shake.

C. Boys or girls demonstrate handshake again while the teacher models linguistic greeting. The teacher stands behind the appropriate student supposedly speaking.

Hans: Guten tag, Klaus!
Klaus: Guten tag, Hans! (Boys release hands)

D. Students pair off with someone of the same sex, imitate the procedure for handshake and imitate the dialogue lines after teacher model.

E. Teacher calls upon several pairs of students to demonstrate the ability to greet each other. If 90% of pairs respond accurately proceed to dialogue two. If not, repeat steps D and E.

IV. Procedure: Dialogue II

A. View slide (boy meets girl on street)

B. A boy and girl imitate the slide. Teacher explains proper procedure, i.e., girl offers her hand first, boy bows slightly when shaking her hand.

C. The boy-girl couple repeat steps while the teacher again models the dialogue lines.

Johann: Tag, Heidi!
Heidi: Tag, Johann! Wie geht's? Was gibt's zu Hause?

D. Students pair off with someone of opposite sex, imitate the handshaking pattern, and imitate simultaneously the dialogue lines.

E. Teacher calls upon several pairs of students to demonstrate ability to greet one another. If 90% of couples respond accurately, go on to Dialogue III. If not, repeat steps D and E.

V. Procedure: Dialogue III

A. View slide (an adult, a professor, meets a student he knows on the street).

B. Teacher takes role of the professor and calls upon a student to demonstrate the proper procedure. The professor offers hand first, a boy bows slightly when shaking the professor's hand.

C. Teacher and student repeat hand shaking patterns while teacher models dialogue lines.

Professor: Guten tag, Hans. Wie geht es dir?
Hans: Guten tag, Herr Professor. Es geht mir gut, danke. Und Ihnen?
Professor: Danke, auch gut.

D. Students pair off, one of them assuming the role of the professor. They imitate the handshaking procedure and also the dialogue lines.

E. Several of the students are called upon to greet the teacher. If 90% of them respond correctly, go on to test. If not, repeat steps D and E.

VI. Procedure: Test

A. Several students are called upon to:

1. Greet a student of same sex

2. Greet a student of opposite sex

3. Greet the teacher

Each greeting must include the appropriate hand shaking pattern, a greeting, and an inquiry as to health.

B. If over 90% of the students respond to all three situations accurately, the unit is finished. If not, repeat steps D and E of the inaccurate dialogues and repeat the test.

(From Proceedings of the ACTFL Pre-Conference Workshop on Teaching Culture, November, 1971, pages 18, 19, 20.

SPANISH EXPLORATORY

One Hundred Cognates

1. sofá
2. carro
3. garaje
4. fruta
5. tronco
6. nación
7. blanco
8. mucho
9. rápido
10. animal
11. rosbif
12. ensalada
13. tren
14. doctor
15. medicina
16. droga
17. profesor
18. inglés
19. helicóptero
20. tarde
21. alarma
22. artículo
23. fantástico
24. estúpido
25. interesante
26. estupendo
27. superior
28. lírico
29. lista
30. millón
31. modelo
32. moderno
33. mamá
34. límite
35. letra
36. mapa
37. magnífico
38. limonada
39. guitarra
40. hotel
41. hospital
42. restaurante
43. fútbol
44. béisbol
45. tenis
46. básquetbol
47. humano
48. influencia
49. dólar
50. monumento
51. estatua
52. famoso
53. histórico
54. minuto
55. parque
56. jamón
57. parte
58. arte
59. plaza
60. raro

61. presente
62. simbólico
63. rosa
64. total
65. visitar
66. turista
67. central
68. dentista
69. música
70. pera
71. bróculi
72. tomate
73. patata
74. clase
75. cortinas
76. melón
77. palacio
78. plato
79. blusa
80. autor
81. artista
82. pintura
83. museo
84. estadio
85. lámpara
86. autobús
87. persona
88. futuro
89. banco
90. cheque
91. antiguo
92. presidente
93. común
94. serpiente
95. militar
96. transporte
97. España
98. Francia
99. África
100. teléfono

SPANISH EXPLORATORY: CULTURE CAPSULE

THE SPANISH FAMILY AND THE AMERICAN FAMILY

In a Spanish family the grandmother frequently lives with the family and controls all the people in it. Everyone consults her, and in the majority of cases she is obeyed. For example, the father of the family asks her advice, and it is important that the grandmother approve of the bride of her son.

The grandmother would never be sent to a nursing home since it is felt that this would be inhumane.

The mother is the one who educates and disciplines the children. The father is too busy with his business and with time spent in the cafe with his friends. The responsibility of the oldest son is to be a good example to the younger members of the family. The sons do not have any household chores.

The American family:

1. In the American family, each individual has his/her own independence.

2. The American woman frequently works outside of the home and leaves the care of the children to another individual.

3. Since the mother works, the father has the responsibility of helping her with the household chores.

4. The children receive a weekly allowance for their own expenses and even in a wealthy family the children work to buy themselves a car or other expensive items.

(From Proceedings of the ACTFL Pre-Conference Workshop on Teaching Culture, November, 1971, page 48.)

SPANISH EXPLORATORY: CULTURE CAPSULE

This mini-drama is concerned with the use of chrysanthemums in Spain and in the United States as an example of cultural contact that brings misunderstanding.

Scene: a hospital in Spain

a. in the corridor
b. in doña Luz's hospital room
c. on the street near doña Luz's house

Characters: Debby and Suzanne, two American girls, boarders in doña Luz's house
Doña Luz, a Spanish lady
Señora López, a neighbor of doña Luz, also Spanish

Scene I: Debby and Suzanne walking down the hospital corridor toward doña Luz's room.

Debby: I'm glad we could get such nice fresh chrysanthemums for doña Luz.

Suzanne: Oh, yes, she loves flowers.

Debby: We'll just stay a minute -- she's so sick.

Scene II: In doña Luz's hospital room.

Suzanne: Good afternoon, doña Luz.

Doña Luz: How nice of you to come!

Debby: We brought you some flowers.

Doña Luz: How thoughtful! But it wasn't necessary, really.

Suzanne: Here, let me help you take the paper off.

Doña Luz: (getting very pale) Oh, but you shouldn't have bothered. Please leave them over there.

Debby: We have to go now. But we'll come again soon.

Scene III: In the corridor

Suzanne: Gee, she must really be very sick.

Debby: Yes, she didn't seem to appreciate us coming.

Suzanne: Did you notice how pale she got when we gave her the flowers? She must have been in pain.

Scene IV: On the street near doña Luz's house.

Debby: Hi, señora López. What beautiful chrysanthemums you're carrying! We just took some like them to doña Luz in the hospital.

Sra. López: You took chrysanthemums to doña Luz? (horrified) Oh my goodness!

Suzanne: What's wrong? Why not?

Sra. López: We take chrysanthemums only to the cemetery.

Possible questions following the playing of each scene on the tape:

After Scene I: Is it natural for Debby and Suzanne to take flowers to doña Luz? Do Americans customarily do this?

After Scene II: Does it seem natural to doña Luz that the girls bring her flowers? How do you explain her attitude?

After Scene III: Are the girls surprised that their visit is not well received? How do they explain doña Luz's attitude? How do you explain it?

After Scene IV: Did you expect señora López's explanation? What do you learn from watching this conflict of two different cultures?

(From Proceedings of the ACTFL Pre-Conference Workshop on Teaching Culture, November, 1971, pages 110 and 111.)

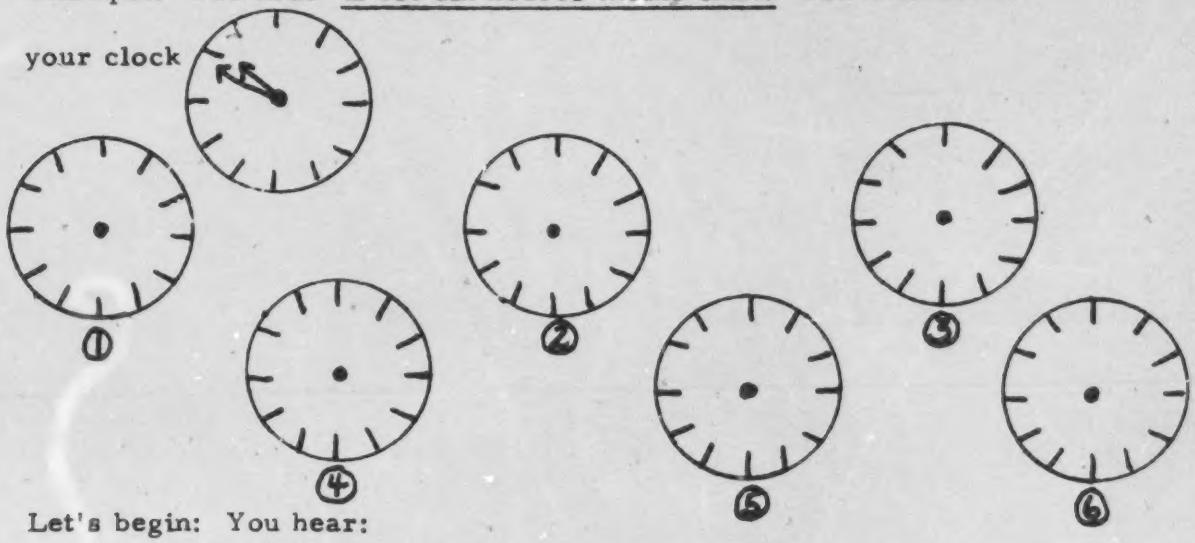
APPENDIX C

FRENCH EXPLORATORY: SAMPLE TEST

LISTENING COMPREHENSION
SIMPLE TIME

In front of you are the faces of six clocks. You will hear statements of time. Draw the hands of the clock in the proper positions for the time announced.

Example: You hear Il est dix heures moins onze. You indicate on your clock



Let's begin: You hear:

1. Il est trois heures moins un quart.
2. Il est sept heures moins vingt.
3. Il est six heures et demie.
4. Il est neuf heures cinq.
5. Il est midi.
6. Il est onze heures moins dix.

FRENCH EXPLORATORY

SAMPLE TEST
RECOGNITION/RECALL - LINGUISTIC MATERIAL

Multiple Choice:

_____ 1. When greeting a friend you say A) Oui. B) Merci. C) Bonjour.

_____ 2. The plane leaves for Paris at 21:15, which is A) 8:15 AM. B) 7:15 PM. C) 9:15 PM.

_____ 3. Today is A)lundi. B) vendredi. C) mercredi. D) jeudi. E) mardi.

_____ 4. This month is A) mars. B) février. C) janvier. (use appropriate month)

_____ 5. Last month was A) décembre. B) janvier. C) février. (use appropriate month)

_____ 6. The stationmaster tells you the train leaves at "Dix-sept heures." He means A) 5:00 PM. B) 10:00 PM. C) 4:00 PM.

_____ 7. You want to ask a friend "How are you?" You say A) Quelle heure est-il? B) Comment ça va? C) Quels sont les mois?

FRENCH EXPLORATORY

Sample Test

RECOGNITION
LES SPORTS

Matching:

1. le patinage	a. picnic
2. Grand Prix	b. baseball
3. le football	c. movie
4. la natation	d. cards
5. le baseball	e. horseback riding
6. le cinéma	f. skiing
7. l'equitation	g. swimming
8. les cartes	h. auto race
9. Tour de France	i. golf
10. le ski	j. tennis
11. Baignade Interdite	k. No Bathing
12. le tennis	l. rugby
13. le golf	m. soccer
14. le pique-nique	n. a bicycle race
	o. ice skating

NOTE: This type of test may be given for reading recognition, or the words in the right column can be listed on the board. The teacher utters the name of each sport, one at a time. The pupils choose the correct meaning from the list on the board and write it on their papers. Given in this manner it serves as a test of listening comprehension.

FRENCH EXPLORATORY

Sample Tests

Match the following words you might find on a menu in a French restaurant with their English equivalents.

_____1.	choucroute garni	a. roast chicken
_____2.	pommes de terre	b. sauerkraut with sausage
_____3.	poulet rôti	c. potatoes

- -

Identify the following French specialties:

Quiche Lorraine

Croque Monsieur

Vichyssoise

Bouillabaisse

etc.

FRENCH EXPLORATORY: SAMPLE TEST

RECALL

Each student is called upon to give a reply to a certain question or questions.

NOTE: The phrases could be on the board, the teacher reads the description of the situation; the students choose correct phrase.

1. You wish to ask for help.
2. How would you tell someone that you like to swim?
3. How would you ask someone his/her name?
4. If a French-speaking person asks you, Quelle heure est-il? what would your reply be?
5. How would you say that you do not understand?
6. How would you say I don't know?
7. How would you ask Where is the post office?
8. How would you reply, The post office is over there?

a. Où est le bureau de poste?

b. Il est _____.

c. Comment vous apelez-vous?

d. Le bureau de poste se trouve là-bas.

e. Je ne comprends pas.

f. J'aime nager.

g. Je ne sais pas.

h. Pouvez-vous m'aider?

FRENCH EXPLORATORY

SAMPLE TEST - CULTURAL INFORMATION

Multiple Choice:

_____ 1. France is A) bigger than the United States. B) smaller than Maryland. C) 4/5 the size of Texas.

_____ 2. France is bounded on the north by A) Spain. B) Belgium C) England.

_____ 3. The Pyrenees separate France from A) Germany. B) Switzerland. C) Spain.

_____ 4. Paris is located on the river A) Seine. B) Rhone. C) Loire.

_____ 5. The capital of France is A) Lyon. B) Marseilles. C) Paris.

_____ 6. The center for silk production in France is A) Paris. B) Lyon. C) Bordeaux.

_____ 7. This masterpiece of Gothic architecture took over a hundred years to build: A) Eiffel Tower. B) Notre Dame. C) Arc of Triumph

_____ 8. French bread is A) always unwrapped. B) wrapped in celophane. C) wrapped in paper bags.

_____ 9. Paris was founded over 2000 years ago A) on a hilltop. B) on an island. C) on the coast.

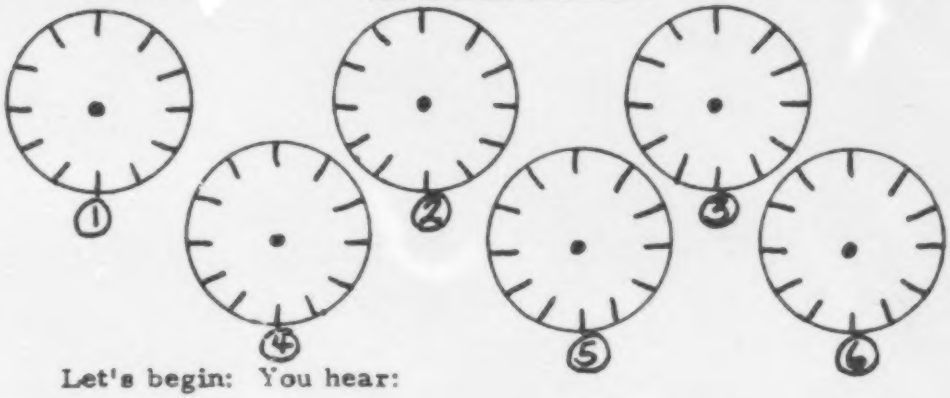
_____ 10. The French name for the English Channel is A) la mer. B) la Manche. C) le pas.

GERMAN EXPLORATORY: SAMPLE TEST

LISTENING COMPREHENSION
SIMPLE TIME

In front of you are the faces of six clocks. You will hear statements of time. Draw the hands of the clock in the proper positions for the time announced.

Example: You hear Es ist sehn vor elf. You indicate on your clock



Let's begin: You hear:

1. Es ist viertel nach drei.
2. Es ist zwanzig vor sieben.
3. Es ist halb sechs.
4. Es ist fünf nach neun.
5. Es ist zwölf Uhr.
6. Es ist sehn vor elf.

GERMAN EXPLORATORY: SAMPLE TESTS

NOTE: The tests on this and the following page can be listening comprehension tests if they are modified in the following way: The items of the left column are placed on the board or transparency. The teacher reads each item of the right column. The pupils listen to each item and write the appropriate number of the English word that fits.

MATCHING - LINGUISTIC/CULTURAL

Match the item you might want to purchase with the store where you would find it.

_____1. aspirin	A. Fleischerei
_____2. cake	B. Bäckerei
_____3. toothpaste	C. Reformhaus
_____4. lunchmeat	D. Apotheke
_____5. vitamins (health foods)	E. Drogerie

MATCHING - VOCABULARY

Match the following items with their names in German:

_____1. Kleid	A. pocketbook
_____2. Anzug	B. bathing trunks
_____3. Regenmantel	C. suit
_____4. Badehose	D. raincoat
_____5. Handtasche	E. dress

MATCHING - VOCABULARY

Match the following words you might find on a menu in a German restaurant with their English equivalents:

_____1. Bratkartoffeln	A. pork roast
_____2. Rotkraut	B. chicken broth
_____3. Schweinebraten	C. red cabbage
_____4. Hühnerbrühe	D. home fried potatoes

GERMAN EXPLORATORY: SAMPLE TESTS

Identify the following food specialties from the German-speaking countries.

1. Sauerbraten
2. Bratwurst
3. Wiener Schnitzel
4. Frankfurter
5. Kartoffelklösse
6. Schwarzwälder Kirschtort
7. Stollen
8. Apfelstrudel

- - - -

GERMAN EXPLORATORY: SAMPLE TEST

LISTENING OR READING COMPREHENSION

Circle the correct response:

1. **Wie geht es Ihnen?**

   A. Auf Wiedersehen .

   B. Danke, gut.

   C. Ich spreche kein Deutsch.

2. **Wann kommen Sie?**

   A. Ich komme am Freitag.

   B. Ich komme nicht.

   C. Das ist mein Freund.

3. **Welcher Tag ist heute?**

   A. Sommer.

   B. Mittwoch.

   C. Frühling.

4. **Wo wohnen Sie?**

   A. In Washington.

   B. Im Krankenhaus.

   C. Im Bahnhof.

(This can be given as listening comprehension by teacher giving questions aloud instead of having them printed on text.)

GERMAN EXPLORATORY: SAMPLE TEST

LISTENING COMPREHENSION - 24-HOUR CLOCK

Before the German test below is given, the student should have learned its two components through separate exercises:

a. understanding time of day when it is stated in German

b. relating 24-hour clock to conventional clock

ANKUNFT

Frankfurt a M.	13. 05			Zürich	20. 30		
Hamburg	14. 08			Genf	20. 55		
Berlin	15. 15			Basel	21. 22		
München	17. 45			Salzburg	22. 50		
Wien	18. 10			Köln	23. 40		
Düsseldorf	19. 20						

In front of you is a schedule of plane arrivals from various cities. You will hear a series of sentences, each one stating the time of a person's arrival at the airport. By matching the time stated in the sentence with the corresponding time in the schedule, you are to determine which city each plane is coming from. Write the number of the sentence in the space next to the appropriate city.

For example: You hear "Das Flugzeug komm um viertel nach drei." You see that "viertel nach drei" is the same as 15. 15, which is the plane from Berlin. You put number 1 next to Berlin. Let's begin.

GERMAN EXPLORATORY: SAMPLE TEST

GEOGRAPHY

Teacher should give students an outline map of Germany. All the places that the student is being tested on should be indicated on the map as dots, lines, etc.

To the student: In front of you is an outline map of the two Germanys. Mark on your map the location of the following rivers, lakes, mountain ranges and cities.

1. Rhein
2. Berlin
3. Elbe
4. Dresden
5. Bodensee
6. Donau
7. die Alpen
8. Oder
9. Schwarzwald
10. Zugspitze
11. Bonn
12. Frankfurt am Main

NOTE: A map of Austria or Switzerland can be employed in the same manner.

GERMAN EXPLORATORY: SAMPLE TESTS

FORMAL CULTURE

True-False

1. Beethoven's birthplace can be seen in Bonn. _____
2. About 120 million people speak German. _____
3. Germany borders in the North on Poland. _____
4. Charlemagne means in German "Karl der Gross". _____
5. The Spanish Riding Academy is located in Salzburg. _____
6. "Greuzi" is a Swiss form of saying "hello". _____

Match the names on the left with the proper description on the right.

1. Hamburg	a. Germany's oldest university is located in this city on the Neckar River.
2. Albert Einstein	b. Austrian composer, born in Salzburg.
3. München	c. Frankfurt is located on this river.
4. Willi Brandt	d. The Shakespeare of Germany
5. Kurfürstendamm	e. Largest seaport in the Federal Republic
6. Mauer	f. Former Chancellor of West Germany
7. Mozart	g. The "Oktoberfest" is celebrated here
8. Main	h. Discovered the X-ray
9. Johann Strauss	i. Berlin's Fifth Avenue
10. Dresden	j. A famous scientist
11. Goethe	k. A city in West Germany
12. Mosel	l. A French-German river, famous for its wines
13. Hofbräuhaus	m. The Waltz King
14. Wilhelm Röntgen	n. German word for "wall".
15. Heidelberg	o. A famous beer hall in Munich.

GERMAN EXPLORATORY: SAMPLE TEST

DEEP CULTURE

Multiple Choice

1. For breakfast German people generally eat

   A. bacon and eggs
   B. toast and milk
   C. rolls with butter and jelly
   D. hot cereal

2. If you are invited to a German house for a meal, you should

   A. arrive always 15 minutes late
   B. call the hostess beforehand and thank her
   C. bring a present, usually flowers or candy
   D. have the flower shop send red roses

3. When you arrive in Germany, you must go through customs. The sign indicating customs is:

   A. Auskunft
   B. Zollinspektion
   C. Passkontrolle
   D. Notausgang

4. When you buy a pound* of butter in Germany, you are actually getting

   A. less than in the U. S. A.
   B. more than in the U. S. A.
   C. the same amount as in the U. S. A.
   D. one kilogram

5. The currency used in Austria is

   A. Deutsche Mark
   B. Schilling
   C. Franken
   D. Krona

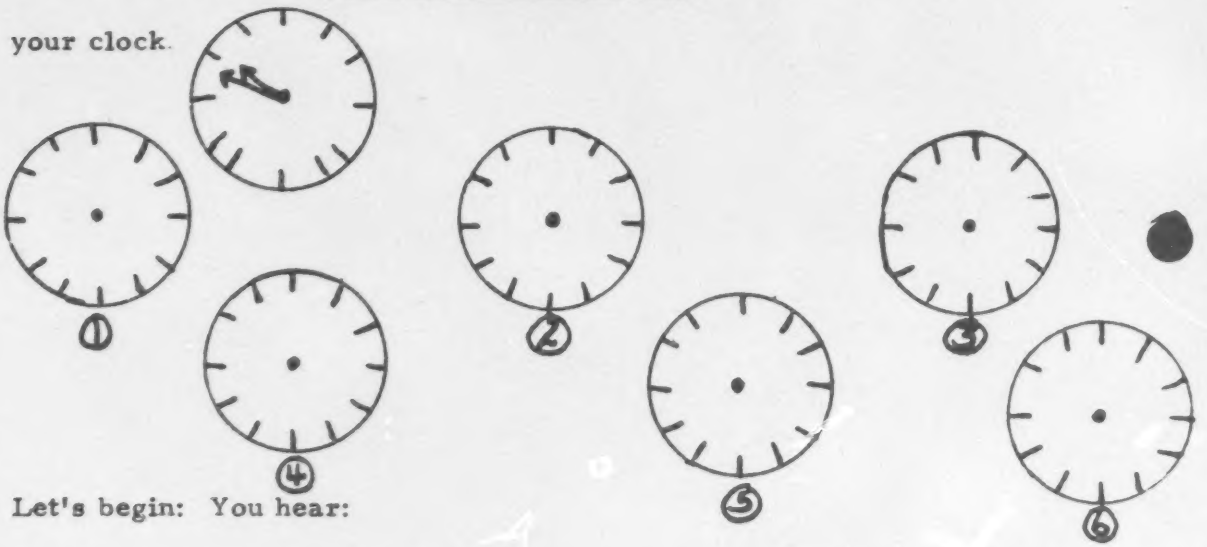
* The German pound (Pfund) is 500 grams, i. e., more than the English pound which is 454 grams.

SPANISH EXPLORATORY: SAMPLE TEST

LISTENING COMPREHENSION
SIMPLE TIME

In front of you are the faces of six clocks. You will hear statements of time. Draw the hands of the clock in the proper positions for the time announced.

Example: You hear Son las diez menos once. You indicate on your clock.



Let's begin: You hear:

1. Son las tres menos cuarto.
2. Son las siete menos veinte.
3. Son las seis y media.
4. Son las nueve y cinco.
5. Es mediodía.
6. Son las once menos diez.

SPANISH EXPLORATORY: SAMPLE TEST

RECALL

Each student is called upon to give a reply to a certain question or questions.

NOTE: The phrases could be on the board, the teacher reads the description of the situation; the students choose the correct phrase.

1. You wish to ask for help.
2. How would you tell someone that you like to swim?
3. How would you ask someone his/her name?
4. If a Spanish-speaking person asks you ¿Qué hora es? what would be your reply?
5. How would you say that you do not understand?
6. How would you say I don't know?
7. How would ask Where is the post office?
8. How would you reply, The post office is over there?

a. ¿Dónde está el correo?
b. Son las _____ (Es la una.)
c. ¿Cómo se llama Ud.?
d. Allí está el correo.
e. No entiendo.
f. Me gusta nadar.
g. Yo no sé.
h. ¿Me puede ayudar?

SPANISH EXPLORATORY: SAMPLE TEST

RECOGNITION/RECALL

Choose the ones that match.

A	B
1. Me llamo Juan	1. It is cold.
2. Llegada.	2. How are you?
3. Muchas gracias.	3. It is two o'clock.
4. ¿Quiere usted mantequilla?	4. I need a ticket.
5. Buenas noches.	5. Noon.
6. Hace frío.	6. Do you want butter?
7. Son las dos.	7. Thanks very much.
8. ¿Cómo está usted?	8. Arrival.
9. Necesito un billete.	9. My name is John.
10. El mediodía.	10. Good evening.

(Can be given as listening comprehension: Teacher says the phrases while pupils choose meaning from English list; pupils may be asked to read the phrases aloud; each pupil is given the English and he must produce the Spanish from memory. It depends on how these phrases were taught.)

SPANISH EXPLORATORY: SAMPLE TEST

RECOGNITION/RECALL

Put the number of the picture by the Spanish that tells in what type of activity the person is participating. (Have drawings or pictures)

Las Diversiones	Número
1. Juega a las cartas.	_____
2. Subir las montañas.	_____
3. En una canoa.	_____
4. Tocar un instrumento.	_____
5. Una partida de ping-pong con sus palmaditas.	_____
6. Al campo en bicicleta.	_____
7. Pintar una pintura.	_____
8. Los veleros contra el agua, las olas, y el viento.	_____
9. Esquiar sobre la nieve.	_____
10. Ir de pesca.	_____

SPANISH EXPLORATORY: SAMPLE TEST
(May be used in other languages also)

RECOGNITION QUIZ

Pictures of:

1. House
2. Church
3. Stadium - Fan - Bullfight
4. Palace
5. Travel Signs - One Way Street - No Parking
6. Food - Milk, Potatoes, Fish
7. Sports - Bowling, Ping Pong
8. Services - Bank, Drugstore
9. Time - Timetable
10. Numbers
11. Clothes - Raincoat
12. Colors

SPANISH EXPLORATORY: SAMPLE TEST

COMPREHENSION-ORAL PRODUCTION

(Administered in the form of a game with teams)

To be answered orally by individuals or explained in Spanish or English.

1. Buenos días. ¿Cómo se llama?
2. ¿Cómo está? (No muy bien.)
3. Gracias. ¿Y usted?
4. ¿Qué hora es?
5. ¿Cuántos años tiene usted?
6. ¿Qué desea usted comprar? ¿Helado? ¿Fresas?
7. ¿Cuánto cuesta un billete para Madrid?
8. Pintar una pintura roja
9. Alto
10. Peligro a la derecha

SPANISH EXPLORATORY: SAMPLE TEST

LINGUISTIC/CULTURAL

True or False (Verdad, o no es verdad)

1. If I were going shopping, I would say Voy de compras .
2. Shoes that cost one hundred dollars a pair are barato.
3. In a correo, one can purchase revistas, recetas.
4. I have a headache. You go to a farmacia for an aspirina for me.
5. She makes an appointment at the lavandería to have a permanent wave.
6. Most people keep their libros in the banco.
7. Periódicos that cost $10 are caro.
8. One can bargain with the shopkeepers in the mercado.
9. Costa Rica means "rich coast."
10. An isthmus is land surrounded by water.
11. La corrida de toros is one of the main entertainments in Mexico each Sunday.

SPANISH EXPLORATORY: SAMPLE TEST

CULTURAL

True or False

1. Madrid is the capital of Spain.
2. Seville is a very modern city with many skyscrapers.
3. Olives are the main agricultural product of Puerto Rico.
4. In the winter it is very cold in Puerto Rico.
5. Granada is in the southwest of Spain.
6. The Guadalquivir is the most important river in Spain.
7. Puerto Ricans never eat fish because it is so scarce.
8. La Ciudad de México is the capital of Mexico.

SPANISH EXPLORATORY: SAMPLE TEST

LINGUISTIC/CULTURAL

Choose one or two as needed:

1. Your father is A) una señora B) un señor C) una señorita.
2. When you meet a person in the afternoon, you say A) buenos días B) buenas noches C) buenas tardes.
3. If you answer «muy bien», you are A) very well, B) sleepy C) sick.
4. To show your thanks you reply A) hola B) gracias C) adiós.
5. Two countries that border España are A) Inglaterra B) Italia C) Francia D) Portugal.
6. Two cities of España are A) Lisboa B) París C) Granada D) Barcelona.
7. The numeral <u>five</u> in Spanish is A) siete B) diez C) cinco D) cuatro
8. The numeral <u>eight</u> in Spanish is A) uno B) tres C) ocho D) dos.

APPENDIX D

HOLT, RINEHART AND WINSTON, INC.

June 20, 1974

Ms. Dora F. Kennedy
Supervisor of Foreign Languages
Prince George's County Public Schools
Upper Marlboro, Md. 20870

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